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# Hollinswood Primary School & Nursery

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## SEN Policy

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June 2023

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## **Hollinswood Primary School and Nursery-SEN Policy**

**SENCo:** Samantha Jones, (NASENCO award 2013) Part of the SLT.

**Named Governor:** Sam Barratt

### **Overview**

This policy has been reviewed in line with the Special educational needs and Disability code of practice: 0 to 25 years. This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to communication and interaction needs, cognition and learning needs, social, emotional and mental health difficulties and/or sensory and physical needs.

### **Inclusion**

At Hollinswood Primary and Nursery School, we feel that an inclusive education is about creating a secure, accepting, collaborating, and stimulating community in which everyone is valued. We recognise the entitlement of all children to equality of opportunity and access to education. All children have a right to be valued for what they are, and who they are, on the educational continuum. The values implicit in developing an inclusive culture within school need to be shared between, and agreed upon, by all staff, children, governors, and parents/carers. We believe that every teacher is a teacher of every child or young person including those with SEND.

Educational Inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. We pay particular attention to the provision for and the achievement of different groups of learners.

- Girls and boys
- Ethnicity groups
- EAL learners
- Disadvantaged pupils
- Learners with SEN
- Learners who are looked after

### **School Vision and Values**

At Hollinswood Primary School & Nursery we aim to develop every child's skills, knowledge and attitudes in order for them to become confident, independent and inspired learners.

We encourage the children to have high expectations and to contribute towards, reflect on and shape their role as learners - in addition to being responsible members of the school, the local and the wider community.

Through a context rich curriculum that goes beyond the school walls, children are given the confidence to aim high and to be the very best that they can be.

We see excellence in teaching and a love of learning as the key to succeeding in life. In a supportive, positive and caring environment our teachers and our learners are fully committed, focused on the task ahead, passionate in overcoming obstacles and alive for a challenge.

At the heart of our vision are our values. These are:  
being **respectful**, being **resourceful**, being **resilient** and being **responsible**.

### **Aims**

- Raise the aspirations of and expectations for all pupils with SEND.
- To promote early identification of needs and ensure those needs are met appropriately.
- To meet individual needs through a wide range of provision and teaching strategies.
- To provide curriculum access for all.

### **Objectives**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of practice, 2015.
- To provide a Special Educational needs co-ordinator (SENCO) who will support all members of school staff in providing appropriate provision for pupils with SEND.
- To have a clear focus on outcomes for children and young people

### **Identifying Special Educational Needs**

A pupil has SEND when their learning difficulty or disability calls for special educational provision which is additional to that normally available to pupils of the same age. It is with great care and consideration that pupils are identified as having Special Educational Needs, considering a variety of assessments and observations. We believe that often good quality first teaching is enough to target a weakness in progress. Where progress continues to be less than expected, then further assessments are made to gather evidence.

When identifying a pupil as having Special Educational Needs, we refer to the four broad categories of need outlined in the SEND Code of Practice, 2015;

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs

At our school we identify the needs of pupils by considering the needs of the whole child which will include not just the Special Educational Needs of the child or young person. We recognise that it is not just SEND that can have an impact on progress and attainment, other factors to consider include:

- Disability
- Attendance and Punctuality
- EAL
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

We recognise that identifying behaviour as a need is not an acceptable way of describing SEND. Through careful assessment, observation and often advice from external services, a child's behaviour is very often identified as a response to one of the four broad categories of need as detailed in the SEND Code of Practice, 2015.

### **A Graduated Approach to SEN Support**

At Hollinswood Primary School and Nursery, we identify that as teachers we are responsible and accountable for the progress and development of all pupils. We very much believe that high quality first teaching, where learning is differentiated to meet individual's needs, is the first step in responding to pupils who have or may have SEND. When considering the needs of individual pupils and the provision that is needed, we follow a Graduated Response. ***See Graduate Response Flow chart (appendices)***

Progress and attainment are regularly monitored as part of the school's policy, teachers report where each pupil is working each half term. Pupil progress meetings are held half termly to review progress of all pupils and to identify pupils for targeted support. As part of these pupil progress meetings, staff review teaching and learning strategies as a team, including the Inclusion leaders, so knowledge and expertise can be drawn up. Teachers evaluate the impact of provision drawing on evaluations from intervention groups led by Teaching Assistants, work in books and observations in class. If pupils continue to make limited progress, then advice is sought as part of these meetings.

The decision to provide special educational provision will involve class teachers, SENCo and the parents of the child. Information is gathered over time tracking both achievement and progress. Advice is often sought from external agencies such as speech and language therapist, Educational Psychology and the Learning Support Advisory Teachers to support with the decision to identify SEND. Following assessments, school staff plan targets and provision, this is

then implemented and reviewed at least termly with the SENCo, Class teacher and the parents of the child.

If a child is identified as having SEND, a Provision Map is put in place. This will identify what short-term targets the pupil is working towards, what is in place to support the pupil to achieve the targets, current levels of attainment are recorded on this format. These are regularly reviewed by the SENCo and class teacher, the provision maps enable teachers to monitor closely the progress and development of pupils with SEND where other data may not show clear progress for particular pupils. Targets on a provision map can be more specific and focused. We recognise and value the importance of the involvement of parents. Class teachers meet at least termly with parents of pupils with SEND to review targets and provision. Parent views are sought during the SEN review meeting.

For some pupils, a One Page Profile is put together to summarise a pupil's needs, interests, motivators, and provision that is in place to support them in class. This is to clearly communicate the needs of pupils to other adults who might work in their class such as Teaching Assistants, Crossbar coaches, supply teachers and student teachers. These profiles also support with transition to different year groups and Key Stages. They are also used when sharing information at ISF panels, EHCP panels and with outside agencies such as the LSAT team.

### **Inclusion Schools Forum**

The Inclusive School Forum is a school led forum within Telford and Wrekin that provides support and challenge to mainstream schools regarding the provision and practice they deliver for children with Special Educational Needs and Disability (SEND).

It aims to provide an opportunity to network and deliver peer to peer guidance. The focus is, through sharing best practice, to develop an inclusive education system within Telford and Wrekin whereby children with increasingly complex needs achieve and succeed within mainstream schools.

A key function of the forum is to support a school's delivery of its graduated approach, through assess, plan, do and review cycles. To enable schools to intervene early and with pace the forum has an allocation of high need top up funding (to be known as Additional Inclusion Funding or AIF) from the Local Authority which can be accessed where criteria is met, and documentation required has been completed. An Education Health and Care Plan will not be required to access AIF funding.

### **Referral for an Educational, Health and Care Plan (EHCP)**

If a child has long-term or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by the parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing the need, to planning provision and identifying resources, is required. If a pupil's needs are significant and the provision, they require equates to above

the notional SEN budget of £6000, a school may make the decision to apply for an EHCP assessment to support the pupil long term.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Head teacher
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from Education, Health and Social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via:

The SEND local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to both those families in Telford and Wrekin that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of SEN.

<http://www.telford.gov.uk/send>

#### **Managing Pupils classed as having SEND**

Pupil progress meetings are held half termly and SEN meetings termly, at these meetings provision and its impact are evaluated, and updated. Next steps are identified at these meetings. Parents are involved with SEN meetings along with class teachers, SENCo and Teaching Assistants.

#### **Training**

All staff and the SENCo attend training in line with the priorities identified in the Raising Attainment Plan, in response to the individual needs of the child or the need to be kept up to date with information and legislation. SEND issues are discussed during our regular staff meetings.

**Communication and Interaction training.**

Intervention/training	Date	Who attended? Can administer?	Purpose of training. What does the intervention/strategy support?	Who benefits?
Supporting pupils with complex needs in the mainstream classroom.	November 2023	SJ and CT	Practical strategies to support pupils with Communication and Interaction needs in the mainstream classroom.	EYFS Hub pupils. Pupils presenting with Communication and Interaction needs.
ASD lead training	Autumn 2021	SJ	Support SENCo to meet the needs of pupils with ASD in school.	Whole School
ASD training	Spring 2022	Teachers TAs	Whole school CPD, meeting the needs of pupils with ASD.	Whole School Teacher Tools resource to support with implementing provision.
Communication Friendly Classrooms	Spring 2022	Teachers TAs	Whole School CPD.	Whole school-adapting provision and environments.
SALley	N/A		<p>To support taking turns and develop their listening skills.</p> <p>To support gaps in their phonological knowledge.</p> <p>To develop their memory skills.</p> <p>Pupils learn and develop the five core skills that are central to learning. (Attention, Listening, Memory, Discrimination, Sequencing)</p> <ul style="list-style-type: none"> <li>· Work 1:6 with a TA for 15 minute sessions, 3 times per week.</li> <li>· It allows the children to develop their memory skills.</li> <li>· It supports their language development and turn taking.</li> <li>· Pupils gain a sense of achievement as they work through the sessions. Over learning</li> </ul>	KS1 EY's

			and embeds key skills taught. · Supports their phonic ability. · Children are able to apply these skills back in the classroom.	
Talkboost	22/23	Alison Markham Emma Reader Debbie Young Abby Scott	Supporting attention and listening skills. Targeted intervention to support pupils with delayed language.	KS1 KS2
Language For Thinking	N/A	Abby Scott	· Delayed language skills · Difficulties associated to verbal reasoning · Specific language impairments	KS1
Listen with Lucy	N/A	Donna Lloyd	Attention and Listening skills.	EYs
Intensive Interactions		GA	Improving engagement and attention.	Eys
Visuals training	N/A	GA	Supporting learners with C&I needs in the classroom.	EYs
Basic Makaton	N/A	GA	Supporting learners with C&I needs in the classroom.	EYS/KS1/KS2
Contrastive Pairs	N/A	GA	Supporting learners with C&I needs in the classroom.	Eys/KS1
Makaton Taster (an introduction to Makaton signs and symbols).	13.12.23	RY	Supporting learners with C&I needs in the classroom.	KS1/EYs
understanding spoken word - information carrying words training.	N/A	GA	Supporting learners with C&I needs in the classroom.	EYs
Colourful Semantics	13.11.23	RY	Supporting learners with C&I needs in the classroom.	Eys/KS1
Identifying ADHD and strategies to support young people with ADHD	8.4.24	All teaching staff	Identifying ADHD in pupils. Strategies to support.	Whole school.

The SENCo attends relevant training and disseminates the details to all the staff as appropriate or individuals can access training that is necessary for their professional development. These include:



- SEND Inclusion network meetings.
- Regular attendance at EHCP panels.

**Support services available**

We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, e.g. the LA, SEND Support Services, Health Services, and Sensory Inclusion Service.

Advice and support from outside agencies can be purchased if a need is identified. The school identifies and prioritises its needs in the Spring Term and buys in the services of a Learning Support Advisory Teacher (LSAT) as well as Behaviour Support (BST), and Educational Psychology as necessary.

**Resources**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which may be up to £6,000. Some pupils with SEND may have access to additional funding through an EHCP or an application to the ISF panel. For those with the most complex needs, additional funding is retained by the local authority. The provision of additional support for teaching assistants is made as appropriate from our delegated SEND budget. This support is agreed and mapped out by the Head teacher, in conjunction with class teachers and support staff.

A proportion of our capitation budget is allocated for resources, which include materials for use in supporting children with SEND. Development of resources to support children with SEND is ongoing and linked to the needs of the children and advice from other agencies. The children with EHCP's in our school receive support through a combination of teacher and teaching assistant support in small groups or on a one-to-one basis where appropriate.

## **Roles and Responsibilities**

### **The Role of the SENCo**

- Overseeing the day-to-day operation of SEND Policy and keeping the policy up to date.
- Co-ordinating provision for children with SEND and overseeing the records of all children with SEND.
- Ensuring there is liaison with parents and other professionals in respect of children with SEND including maintaining accurate, up to date records with relevant background information about individual SEN children.
- Advising and supporting practitioners in the school
- Ensuring appropriate Individual Provision Maps (IPM's) are in place as well as reviewing IPM's and children's progress with class teachers and TA's on at least a termly basis.
- Monitoring classroom practice through book scrutiny, Lesson planning, interviews with children and lesson observations
- Analysis of SEND pupil tracking data for individuals and groups of pupils
- Organising liaison with outside agencies and for the transfer of children to another school as well as Annual Review meetings of children with Statements of SEND including Education and Healthcare Plans.
- Identification of relevant training that is needed across the school.

### **The role of the Governing Body**

#### **SEND Governor:**

- Ensure that provision is made for pupils who have Special Educational Needs
- Ensure that all staff are aware of children with Special Educational Needs, staff know their role in identifying and providing for any child with SEND
- Consult with Telford & Wrekin Council on matters regarding policy and practice
- Ensure that all pupils with SEND have equal opportunities
- Review learning of pupils with SEND – progress data
- Review policies relating to SEND including Disability / Accessibility plan
- Have regard for the Code of Practise 2014
- Ensure parents are well informed.

## **The role of the Class Teacher**

- Work with all pupils to identify and monitor individual needs
- Plan, deliver and review Individual Provision Maps and Education Plans
- Work within a team with teaching assistants to support the social, emotional, learning and physical needs of children
- Liaise with the SENCo and outside agencies as appropriate
- Involve the children in planning their targets as relevant
- Maintain close links with parents
- Share information at EHA meetings, and other multi agency meetings
- Plan and deliver high quality lessons that meet the needs of all learners through adaptive and flexible teaching.

## **The role of the Teaching Assistant**

- Work under the direction of the class teacher.
- Support in class to help to ensure the needs of all children are met through adaptive and flexible teaching.
- Implement targets from provision maps and intervention planning on a 1:1 or small group basis.
- As necessary, monitor progress of pupils against targets set in provision maps or individual education plans.
- Discuss progress with the class teacher, SENCo and children as appropriate
- Support all pupils positively.
- Input towards, and attendance at Annual Review meetings as required.
- Support with resource management, including ordering new resources under the direction of the SENDCo

## **Reviewing the Policy**

The SEND policy is reviewed and updated regularly to ensure it is up to date with current legislation.

## **Accessibility**

There is an Accessibility plan separate to this policy available on request.

## **Dealing with complaints**

Complaints with regard to the provision of support for children with Special Educational Needs should follow the procedures as set out in the Complaints policy.

<b>Date Created</b>	June 2023
<b>Date Approved</b>	
<b>Approved By</b>	Full Governors
<b>Date for Review</b>	June 2026

