

Hook Lane Primary School



SEND & Inclusion Policy

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Name of person in charge of SEND: Ms Kelly
Head Teacher: Ms Sheekey

The Definition of SEND

Special Educational Needs (SEN) refers to pupils who have learning or behavioural difficulty in accordance with the SEN Code of Practice (June 2014):

‘A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provisions to be made for him or her.’

The use of the term ‘disability’ is applied in line with the current terminology within the Equality Act 2010- that is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

‘Long- term’ is defined as ‘a year or more’

‘substantial’ is defined as ‘more than minor or trivial’

Children have a learning difficulty if they:

- Have a significant greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language which they will be taught.

Special Educational Provision means:

- For children two or over, education provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and written with references to the following guidance and documents:

- SEND Code of Practice 0-25 (July 2014)
- Equality Act 2010: advice for schools DfE February 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Part 3 of the Children and Families Act 2014

Introduction

At Hook Lane Primary School, and in line with the Graduated Approach (0-25 Code of Practice July 2014) a child's class teacher is always the first person to talk to about anything to do with learning; Special Educational Needs and/or disability.

As such, provision for pupils with SEN is a matter for the school as a whole.

"All teachers are teachers of pupils with SEN".

At Hook Lane Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and ability. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children with SEN are valued, respected and equal members of the school.

We believe that all children are vulnerable to stress caused by personal circumstances and may experience behaviour or emotional disturbance at some time during their school career.

Some children will show persistent patterns of disturbance over longer periods, and this will be regarded as Special Educational Needs.

Children may be said to have SEN if they are not making progress due to intellectual, physical, social, emotional and mental or health reasons, or lack of resources or provisions to meet identified needs.

The Aims of our SEN Policy are to ensure that:

All children are given equal access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate, to maximise their achievement.

- We ensure the needs of pupils with SEN are identified early, assessed, planned for, provided for and regularly reviewed (*Assess, Plan, Do, Review*)
- All procedures for identifying children with SEN are known to everyone.
- All records and PLPs (personalised Learning Plans) follow the child through the school; they are **SMART**- Specific, Measureable, Achievable, Relevant and within a Time Scale, to meet the individual learning needs.
- We work in partnership with parents to enable them to make an active contribution to the education of their child.
- We take the views and wishes of the child into account and children are part of the PLP target setting process and contribute to Annual Reviews if they have an EHCP (Education Health and Care Plan).
- We maintain close links with support services and other agencies.
- We buy in additional Speech and Language Therapist time from the Local Authority to enable early identification and support for children and to meet individual provision within EHCPs.

Admission arrangements

Hook Lane Primary School follows the Bexley Local Authority procedures for admission and has a separate admission policy for the Resource Provision. Places in the resource provision are commissioned by the local authority and places will only be offered to those children meeting the admissions criteria which can be viewed on the school website and if there is appropriate space in the provision..

The Resource Provision

Hook Lane has a Resource Provision, currently being run by a full time ASD specialist teacher working under the supervision of the Assistant Head teacher and accountable to the Head Teacher. The Provision supports children with a diagnosis of ASD. These pupils all have EHCPs with the primary need being Autism Spectrum Disorder (ASD) and they will spend as much time as possible being taught in class. They will access targeted teaching and small group work tailored to their individual needs in the Resource Provision base.

Principles and Aims for Inclusion:

At Hook Lane Primary School the principles for inclusion are identified as:

- Including all members of the school community
- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning, assessment and social interaction for individuals and groups of pupils
- Working in collaboration with adults, pupils and agencies who work within or contribute to the life of the school
- Maintaining honest and transparent discussions with parents about the child's needs and the suitability of the educational placement
- In all actions, the child's best interests come first.

Roles and Responsibilities.

Councillor with special responsibility for SEND

This councillor challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that the leadership team are held to account.

The Head Teacher has delegated the day-to-day responsibility for Special Educational Needs and Inclusion to the Assistant head for Inclusion. The Head Teacher oversees the SEN budget. There are regular meetings between different groups of stakeholders to discuss individual pupils, quality of provision and impact on pupils' progress.

The Assistant Head with responsibility for INCLUSION.

- Oversees the day-to-day operation of the school's SEN / Inclusion Policy.
- Supports colleagues in reviewing and reporting on SEN / Inclusion Policy and how it is being implemented.
- Develops a monitoring programme, monitoring provision throughout the school and evaluating the impact on pupils.
- Reviewing and reporting on the provision for SEN / to Head teacher /Assistant Head teachers / Class teachers / LAC, and SEN councillor as appropriate.
- Reviewing and preparing information to relevant stakeholders.

- Providing an appropriate programme of training for Teaching Assistants and Learning Mentors and other teachers to meet identified needs, through discussion with the Head Teacher.
- Liaises with outside agencies, Local Authority Early Intervention Team (EIT) and Educational Psychology service (EP), Health and Social Services, Child and Adolescent Mental Health Services (CAMHS and CHEWS) and voluntary bodies, to ensure multi-agency working in line with the SEN framework.
- Disseminates good practice in SEN / Inclusion across the school through leading Staff Meetings, observing children/ lessons, supporting/ coaching teachers, line managing the team of Teaching Assistants.
- Supporting pupils and parents at key transition points.
- Overseeing the records and PLPs (Personalised Learning Profiles) of all pupils on the Inclusion Register.
- Ensuring that the SEN / Inclusion Register is updated each term, with early identification and appropriate intervention.
- Liaise regularly with Head teacher/ SLT to monitor and track progress of children within specific groups.
- Updates Health Care Plans and liaise with parents/ teachers/ school nurse and arrange any CPD that may be required.
- Work closely with the Lead ASD Teacher in charge of the Resource Provision.
- Signpost parents to support agencies and services that may be of benefit to them and their children

The Senior Leadership Team will

- Provide opportunities for staff to share observations and concerns about the development of Special Educational Needs and Inclusion.
- Implement an induction programme for new staff including issues of Child Protection, Behaviour Management, SEN / Inclusion and Health and Safety.
- Monitor and evaluate the school's provision in relation to Special Educational Needs and Inclusion.
- Monitor and track progress of individuals / particular groups of pupils through analysis of a range of data and through termly pupil progress meetings
- Support those at risk of failure / disaffection.

The Class Teacher will

- Identify pupils who they have a concern about and implement strategies in class for half a term targeting the areas of concern using a plan, do, review process. They will check on the progress of your child and identify, plan and deliver any additional help your child may need (this could be things like focused work, individual homework, additional support in class) and record this on an early identification of need sheet.
- Raise concerns with the Assistant Head if concerns have not been resolved through targeted in class support
- Write a Personalised Learning Profile (PLP) for those children at SEN Support and for those with an EHCP (Education, Health and Care Plan) supporting the individual needs of the child. This will be done in conjunction with the ASD Resource Provision Teacher where relevant.
- Ensure that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This

may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensure that the needs of all pupils are met through appropriate adaptation/ adjustment in all lessons;
- Ensure that pupils on SEN Support or EHCP receive appropriate support from class teacher or relevant support staff, as outlined in the policy;
- Review progress of pupils through liaison with Assistant Head, as part of pupil progress meetings and with parents through termly Review Meetings.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

Teaching Assistants (TAs) will

- Support provision for pupils who are on SEN support or EHCP either in the classrooms, in small groups or individually, when appropriate
- Support children using intervention programmes both in and outside of the classroom
- Complete termly evaluations for all SEN pupils and give these to the Assistant Headteacher
- Attend training and receive training updates regularly with the Assistant Head
- Liaise with the Teachers on a weekly basis to discuss planning for the next week
- Annotate PLPs regularly to record progress made and targets achievement

Implementation:

Identifying pupils with SEN (plan and do stage)

All children receive Quality First Teaching as part of normal class practice

This means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice (In EYFS classrooms).
- That the Teacher will use a variety of different teaching strategies so that your child is fully involved in class learning. This may involve things like using more practical methods of learning.
- Specific strategies are in place to support your child to learn (which may be suggested by the Assistant Head or outside agencies).
- Your child's teacher will carefully check on your child's progress and will decide if your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- That your child's teacher will seek the advice of the Assistant Head to determine extra support to aid with your child's learning.
- That your child may be targeted for specific group work with in a smaller group of children.

If, despite Quality First teaching, a teacher has concerns about a child he/she will meet with parents to discuss the concerns and then complete an 'early identification of need' sheet for the pupil. They will plan class based interventions and strategies to try to address the issues.

Their progress is then reviewed after a half term and the teacher will liaise with the Assistant Head to discuss whether further support is needed.

School Support – First stage

Where a teacher has identified ongoing concerns to the Assistant Head following class based actions (minimum of 6 weeks), additional support will be planned for the child by the Assistant Head in the form of intervention group work if this is available. The groups may be:

- Run outside of the classroom.
- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.
- May take the form of 1:1 work or small group work depending on the level of need
- Offered initially for a half term, with the possibility of it being extended depending on rate or progress, level of need and availability of the programme
- Focused on specific targets to help your child to make progress.
- Available for any child who has specific gaps in their understanding of a subject/area of learning, and who have accessed additional in class support for a minimum of six weeks.

The intervention groups that the child may be able to access include:

- Precision teaching for either/or Reading, Spelling, phonics awareness or Maths
- Speech and language intervention where a care plan and specific outcomes have been set by the speech and language service. These may include, but are not limited to the following programmes:
 - Reception narrative programme
 - Speaking and listening through narrative
 - Oral to written narrative
 - Memory Magic
- Jump ahead- motor coordination group
- Therapeutic play- 1:1 sessions either draw and talk or sand tray
- Social skills groups
- Attention building, turn taking, messy play and sensory groups also take place within the ASD resource provision and children in the mainstream environment may be target for these groups if there is availability.

All of these groups are run according to the availability of staff, the number of children requiring them, and the needs of the school as a whole. Not every programme will be run at all times, and there are likely to be waiting lists for these groups.

School Support – Second stage

This means that your child has been identified by the Assistant Head Teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as ASD Outreach or Sensory Service (for pupils with a hearing or visual need).
- An Educational Psychologist or Behaviour Support partner
- Outside agencies such as the Speech and Language therapy (SALT) Service, or the CHEWS team (children's health and emotional wellbeing service).

For your child this would mean:

- Your child will have been identified by the class teacher or Assistant Head (or you will have raised your own concerns) as needing more specialist input or assessment instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist who will be able to carry out some assessments with your child. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to assess and understand their needs and will then write a report for you in which they will make recommendations, which may include:

- Support to set better targets which will include their specific expertise.
- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- A group run by school staff professionals e.g. a social skills group.
- A group or individual work with outside professionals.
- Recommending that further assessment or referrals to other professionals be made.

The school may suggest that your child needs some individual support in school. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or Assistant Head as needing a particularly high level of support or small group teaching, which cannot be provided from the budget available to the school. The decision to allocate an EHCP lies with the Local Authority and not the school.

Usually your child will also need support from professionals outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

The school (or you) can request that the Local Authority carry out an EHCP assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in a detailed request to the Local Authority (this requires a lot of information about your child, assessments carried out and the findings/recommendations, and information from you), they will decide whether they think your child's needs (as evidenced in the paperwork provided), seem complex enough to need an EHCP. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your

child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Support.

After the reports have all been sent to the Local Authority, they will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHCP will outline the level band of funding of support your child will receive from the LA. It will contain outcomes and short term targets for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than a specified number of hours support in school (this is above and beyond the usual allocated budget for each child through usual school funding).

For pupils with an EHCP the Assistant Head, class teacher and Teaching Assistant meet with parents and child for the Annual Review Meeting. The Annual Review Meetings may also involve any outside agency staff. E.g. Educational Psychologist, Case Officer or member of the Advisory Services. Prior to this meeting the class teacher, teaching assistant, outside agencies involved with the child, parents and the child will complete a form expressing their views at least two weeks before the meeting. These reports will be distributed to all relevant persons two weeks prior to the Annual Review.

Inclusion for All

Pupils with social, emotional and mental health difficulties

We have a positive approach to behaviour management with clear guidelines for behaviour set out in our Behaviour Policy and we strive to work in partnership with parents to encourage all our pupils to grow and develop personally and socially as well as academically. We offer Therapeutic Play work for children on a 1:1 basis.

We offer a lunch club for vulnerable children who struggle to access the mainstream playground during lunch times. This club has a higher ratio of adults to children and focuses on developing social skills through planned and supported play activities.

We use the five-point scale and zones of regulation to support children with emotional regulation.

More Able, Gifted and Talented Pupils

We support and celebrate high achievement, including that of gifted and talented pupils. Local Secondary Schools run programmes targeted at more able pupils which are accessed by pupils referred by their class teacher, and we participate in AIM HIGH enrichment days held in other primary schools which children are regularly selected to attend.

Pupils from Minority Ethnic Groups

Minority ethnic pupils come from a variety of cultural, religious and linguistic backgrounds. Some speak English as their first language and others speak English as an additional language (EAL pupils). EAL pupils should not automatically be identified as pupils with special educational needs. Additional resources and support can sometimes be provided from the borough; however we will also support the learning of English within the classroom and by utilising the online programmes that children have access to in order to build their skills.

Looked After Children (LAC)

We work closely with the Social Workers and carers involved with Looked After Children as we recognise that the school plays an important role in providing a source of stability in a child's life and having an inclusive ethos is fundamental. PEP meetings are held, with the assistant Head, class teacher, parent and the Social worker present. PEP targets are drawn up during the meeting collaboratively between all involved in the meeting. Where children are not present, their views are sought prior to the meeting and they are encouraged to attend the meeting if they wish.

Vulnerable Children

We keep a record of all our children classed as vulnerable. This includes SEN, LAC, EAL and traveller children, but also includes FSM. Information regarding bereaved children, children of divorced parents, children new to our school, and any other home situation which affects a child's well-being is shared as necessary with the relevant staff so that staff can put support strategies in place as needed.

Pupils in the Transfer and Transition Stage

We aim to support pupils and parents through transfer between phases as this is the key to successful inclusion in a new setting. This is particularly important for pupils with SEN. Further information regarding transition can be found on the SEN report.

Pupils from Traveller Families

We recognise that respect for self-expression and different cultural values is especially important for the self-esteem of Traveller pupils.