

# Olive Hill Primary School



Learning together, achieving success.

## Special Educational Needs (SEN) and/or Disability (D) Policy

November 2014

# **Special Educational Needs (SEN) and/or Disability (D) Policy 2014**

## **Key people relating to this policy:**

**Head Teacher:** Mrs. Rachel Cutting

**SENCO:** Mrs. Yvonne Davies

**School Governor with SEND responsibility:** Mrs. Betty Dimmock

**Designated Teacher with Specific Safeguarding Responsibility:** Mrs. Rachel Cutting

**Designated Teacher for Looked After Children:** Mrs. Yvonne Davies

## **All teaching and support staff**

### **Mission Statement**

At Olive Hill Primary School we recognise that every child is an individual with particular educational needs and abilities. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities.

Our educational aims for children with special educational needs and/or disability (SEND) are the same as those for all children in school. Special educational needs may be experienced throughout, or at any time during their school career.

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the delivery of the National Curriculum (2014), in line with the Special Educational Need Code of Practice 0-25 Guidance (2014).

- To ensure that the educational needs of all pupils are met.
- To ensure that aspirations and expectations of all pupils with SEND are high.
- To provide equal opportunities for all.

### **Objectives**

- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Ongoing monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Staff members seek to identify the needs of pupils with SEND as early as possible.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of

understanding SEND procedures and practices and providing regular feedback on their child's progress.

- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.

### **Identification of Pupil Need**

At Olive Hill Primary School we adopt the definition of SEND as stated in the Special Educational Need Code of Practice 0-25 Guidance (2014).

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Pupils with SEND may have needs in one or more of the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Many children and young people who have SEN may have a disability under 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'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young

person requires special educational provision they will also be covered by the SEN definition.

Within school, pupils with SEND are identified on the school SEND overview so that provision to meet their needs can be planned for. As children progress, they may be taken off the SEND overview when their needs no longer require special educational provision.

There are other factors which could impact upon progress and attainment.

These include:

- Disability (the Code of Practice outlines that 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of serviceman/woman

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

### **Quality First Teaching**

At Olive Hill Primary School all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children.

The learning and attainment of all pupils is carefully monitored on a regular basis by the class teacher and senior leadership team. Any pupils who are falling significantly outside of the range of expected academic achievement will be identified as a cause for concern and they will be more closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored through ongoing meetings. Parents are encouraged to share information and knowledge about their child with the school.

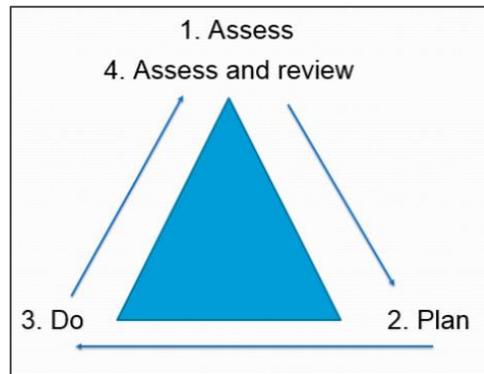
### **SEN Support**

Some children need educational provision that is additional to or different from that made generally for other children.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND overview. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning and facilitate progress from individual starting points.

The support provided by the school consists of a four part cycle:

- Assess • Plan • Do • Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions and strategies which are the most effective in supporting the pupil to achieve. This cycle will be implemented in consultation with parents and pupils on a termly basis.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and pupils.

External support services will be involved to help inform the assessment of need. Where they have not previously been involved they may be contacted, if this is felt to be appropriate, following discussion and consent from parents.

### **Plan**

Planning will involve consultation between the teacher and parents to agree the provision, adjustments, interventions and support that are required; the impact on progress and development that is expected and a date for review. Parental involvement within this is vital to reinforce learning and contribute to progress.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one

teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and make links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in consultation with the parents and pupil will revise the targets and provision based on the pupil's previous progress and development. External Agencies will be consulted and where appropriate will provide specific advice related to targets and provision.

### **Referral for an Education, Health and Care Plan (EHP)**

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

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

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Any other external services working with the child

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 EHP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHP can found via the SEND Local Offer:

<https://fis.dudley.gov.uk/localoffer/>

or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on:

01384 236677

Following Statutory Assessment, an EHCP will be provided by Dudley County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

### **Arrangements for coordinating SEN provision**

All staff can access:

- SEND Policy
- A copy of the full SEND overview
- Guidance on identification of SEND in the Code of Practice
- Documentation linked to the Assess-Plan-Do-Review cycle for individual pupils
- Historical documentation relating to individual pupils
- Historical progress data relating to individual pupils
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Dudley's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision.

### **Admission and Inclusion Arrangements**

The school's admissions criteria does not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act.

The school follows the current admissions criteria as laid down in the Dudley LA admissions team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Parents or carers seeking the admission of a pupil in receipt of a Statement of Special Educational Needs/EHCP must do so through the Dudley LA's SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

## **Liaising with External Agencies**

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Services which may draw upon include:

- The LA's specialist advisory services for children with learning difficulties (Learning Support Team)
- Language and communication difficulties (Speech & Language Support Service)
- Behavioural, emotional and social difficulties (PRUs)
- Sensory impairments (PIMIS – Physical Impairment and Medical Inclusion Service)
- Autistic spectrum (AS) (Autism Outreach)
- Educational Psychology Service
- Community Paediatrician
- Pre-school Special Needs Service
- Visual Impairment
- Hearing Impairment
- Home and Hospital (Cherry Tree)
- CAMHS – referrals must be made through a GP
- Physiotherapy
- Occupational Therapy
- Social Care
- Dudley Counselling

Referrals to these services will be made by the SENCO in discussion with class teachers and will always be shared and agreed with parents/carers.

## **Transition**

### **Inter-School/Nursery to School Transfers**

Records are received from previous schools/year group and passed to class teachers and the SENCO. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

### **Transfer to Secondary School**

The class teachers in Year 6 have detailed discussions with secondary colleagues about all the pupils moving onto secondary school. In some cases the SENCO meets with Secondary SENCOs to discuss the Special Educational Needs of children individual children moving to Year 7. All records are passed onto Secondary SENCOs. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

## **Supporting Children with Medical Conditions**

The school recognises that pupils at school with medical conditions should be fully supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have a statement, or EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

### **Training and Resources**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The Staff attend relevant SEND courses, including Dudley's SENCO network meetings, in order to keep up to date with Local and National updates in SEND.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The senior leadership team with the SENCO, ensure that training opportunities are matched to school development priorities.

All teaching and support staff are informed by the SENCO about the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

### **Roles and Responsibilities**

#### **SEND Governor**

A member of the Governing body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

#### **Day to day responsibility for SEND**

SEND at Olive Hill Primary School is led by the SENCO. The SENCO is part of a team at Olive Hill which co-ordinates provision for pupils with SEND and liaises with parents, staff and external agencies as required.

Class teachers have the responsibility for the educational provision in place within the classroom for those learners with SEND. They are responsible for engaging parents in the assess-plan-do-review during parent consultations on Parents Evening.

#### **Teaching Assistants (TAs)**

Teaching Assistants often support identified children providing interventions and additional provision. This enables us to offer small group support to those children with higher levels of need at SEN Support. Their work is carried out under the direction of the class teacher, SENCO and/or external agencies. This may also involve working with children in intervention groups outside of normal classroom timetables. These include a wide range of intervention programmes such as Fischer Family Trust, Better Reading Partnership and Every Child A Reader. We are flexible with our provision and intervention groups to support specifically the needs of the individual pupil. We also provide support for children with social and emotional difficulties. A room in school, The Nest, provides a safe and secure environment

for children to talk to an adult, particularly for those children who have low self-esteem, poor social skills or feel differently from their peers. Specific individuals and groups of children are nurtured within this environment to support their social and emotional wellbeing.

### **Statement/ECHP Support Teaching Assistants**

Children with Statements of Special Educational Need/EHCPs are supported in the classroom through 1:1, small group and whole class work. TAs plan with the class teacher, SENCO and/or external agencies to support the child's targets and record their work. Support is tailored to suit the individual needs of the child as identified within their statement/ECHP.

### **Accessibility**

The school complies with all the relevant accessibility requirements. Please see the school Accessibility Plan.

### **Complaints Procedure**

Most concerns can be resolved by speaking with your child's classteacher. If the teacher is unable to resolve your concern then an appointment can be made to speak to the Headteacher or one of the Assistant Headteachers. There is a policy for dealing with concerns or complaints which is available on the school website or from the main school office.

### **Bullying**

The school takes many steps to prevent bullying of vulnerable learners. We have a comprehensive anti-bullying policy available on the school website or from the school office.

**This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 guidance 2014 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) .**

**This policy has been written with reference to the following guidance and documents:**

- **Equality Act 2010; Advice for Schools (February 2013)**
- **Schools SEN information report regulations (2014)**

**Signed (Head teacher)..... Date.....**

**Signed (SEND Governor)..... Date.....**

**Signed (SENCO)..... Date.....**