

Carr Hill Primary School SEND Policy



Carr Hill Primary School
Aspire-Enjoy-Flourish

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Special Educational Needs Policy

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Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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 in which they will be taught.

The way in which provision and support is made for children and young people with special educational needs and/or disabilities in England was changed in 2014. The Children and Families Act 2014 came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view more information about the pathway on Nottinghamshire's SEND Local Offer website:

https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=otVZmsM0l_0

This information is also available by putting the above web address into the browser of a smart phone or tablet.

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 both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff and in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents or carers can play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Objectives

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- Monitor the progress of all pupils to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and pupils' needs are catered for.
- 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, providing information on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- 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 feel safe to voice their opinions of their own need. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.
- We maintain effective partnerships with schools in the Elizabethan family of schools.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Sally Alford - Head Teacher
- The person co-ordinating the day to day provision of education for pupils with SEND is Fiona Wilson-MacCormack - SENCO

3. Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND Support records such as provision maps, support plans or alternatives for individual pupils.

All staff can access:

The Carr Hill Primary School's SEND Policy;

- A copy of the full SEND Register.
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans).
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on current legislation and SEND provision.
- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, staff members will have complete and up-to-date information about all relevant pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils

All parents can access:

- The Carr Hill Primary School's SEND Policy
- Information on their child's special educational needs, including action plans, targets set and copies of their records of targets set/outcome monitoring.
- Information available through Nottinghamshire's SEND Local Offer.

4. Admission arrangements

See Admissions Policy

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Transition arrangements are in place for pupils transferring from Hallcroft Infant School and to The Elizabethan Academy, which are both our direct feeder schools.

Transition from other settings into Carr Hill

- Parents and pupils may come for an informal visit to our setting and discuss the needs of their child with the head teacher and/or SENCo
- School will liaise with other setting/parents/other professionals to gather information on the child's needs prior to them starting at Carr Hill

Transition from Carr Hill to another setting

- School will liaise with parents to ensure a smooth transition into other settings and pass on relevant information
- Parents of pupils with SEND will be encouraged to visit local education providers with regards to their secondary education in good time, usually from Year Five
- Staff will actively promote Parents Open Evenings at the local schools and offer assistance if requested by parents
- Close links with SENCo at the chosen setting will be established to assist with a smooth transition and information sharing
- SENCo of the new setting will be invited to attend review meetings
- Where appropriate visits to the new establishment will be arranged to fit around the needs of the child and the arrangements of the new setting in-line with their SEND policy

5. Specialist SEND provision

There is no Specialist SEND provision at Carr Hill Primary School although we are committed to whole school inclusion. Carr Hill Primary School has a lower than average number of pupils with

SEND, when compared to similar schools. For more information on our provision for inclusion see section 10.

6. Facilities for pupils with SEND

Carr Hill Primary School complies with all relevant accessibility requirements. The main entrance is wheelchair accessible and there are two disabled bays marked in the car park. Our school is largely single level, with a lift in place where there is a change in level. Some classrooms have direct sloped access to outside.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget up to £6,000. As a family of schools, we have agreed to use element 1 and 2 of a school's budget to provide up to 8hrs of support. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to, and moderated by, the Elizabethan Family of Schools. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The SENCO will ensure that all pupils with SEND, including those receiving additional funding from the Family of schools or the Local Authority, receive the appropriate support. Pupil premium, Inclusive Technology and other funding sources may also be used to provide support.

8. Identification of pupils needs Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Vulnerable to SEND

- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities, referring to the school's Quality First Teaching Toolkit for support (see Appendix A) 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.

- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class (see Appendix B – In School Referral Pathway).
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) The child may be identified as being vulnerable to SEND when identified by a parent, teacher or other agency, and are under observation but this does not place the child on the school's SEND Register.

Vulnerable to SEND

- g) If a pupil has recently been removed from the SEND support list they may fall into this category as continued monitoring will be necessary.
- h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- i) The child is formally recorded as Vulnerable to SEND when identified by a teacher or other agency and are under observation, but this does not place the child on the school's SEND Register. It is recorded by the school as an aid to further progression and for future reference and monitored by the class teacher who may seek advice from the SENCO.
- j) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- k) Where concerns continue the next step will be SEND support.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- 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 which are the most effective in supporting the pupil to achieve good progress and outcomes.

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. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the

interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the pupils (where possible), parents, teacher and SENCO to agree the adjustments, interventions and support that are required both at school and at home; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

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 /or relevant specialist staff to plan and assess the impact of support and interventions and 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 will be undertaken in line with agreed dates, at least 3 times per year. 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 conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a 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 decision to make a referral for an Education, Health and Care Plan 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
- Teachers
- SENCO
- 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 or 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 found via the SEND Local Offer:

https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=otVZmsM0L_0

or by speaking to an Education, Health and Care Plan Co-ordinator on 0115 9774012 or 0115 9773323

or by contacting the Ask Us Nottinghamshire on 0800 121 7772

Ask Us Nottinghamshire

This service offers free impartial and confidential information, advice and support for parents/carers of children/young people with special educational needs and disabilities including advice on what to look for when choosing a school.

They can offer telephone support but also face to face support can be arranged if appropriate e.g. help with completing certain forms, writing letters and attending school meetings.

The helpline operates Mon, Weds & Fri 9:00 - 13:00. Tues & Thurs 13:00 - 17:00.

Tel: 0800 121 7772 or email: enquiries@askusnotts.org.uk

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire 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 EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan 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, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the ~~specialist~~ SEND provision provided by the school ~~as is necessary~~, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The curriculum is reviewed on a regular basis. Teachers will take pupils needs into consideration when planning.

We will

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Provide training and learning opportunities for staff about SEND and SEND teaching when needs are identified. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Make use of all class facilities and space
- Use in-class provisions and other intervention and support effectively, to ensure that the curriculum is differentiated where necessary.
- Set appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

10. Inclusion of pupils with SEND

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', the Early Help Unit, the Multi-Agency Safeguarding Hub, Health, BPBP (Bassetlaw Primary Behaviour Partnership) and any other appropriate agencies.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from pupils, parents and staff throughout the year. Pupil and parents views will be sought through questionnaires, with individual parent and child feedback sought at review meetings.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Provision for SEND will be mapped, monitored, reviewed and evaluated in line with school systems for pupil progress. These processes are designed to support pupil progress. Information from pupil progress reviews will be used to evaluate the effectiveness of provision. Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the provision for their child, in the first instance an appointment should be made by them to speak to the class teacher or SENCO to see if the concern can be easily resolved. In the event that a parent or carer feels that further

action should be taken, they should refer to the headteacher and, if necessary, follow the School Complaints procedure which is available on the school website (<https://carrhill.notts.sch.uk/>) in the documents section or a paper copy can be requested from the school office (phone : 01777 702948).

13. In service training (CPD)

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.

Other training for teaching staff will be organised as and when required. If a particular pupil's needs require specific staff training then this will be organised, e.g. Manual Handling Training.

The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

These external support services include:

- Schools and Families Specialist Services
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Therapy)
- Healthy Families Team (previously School Nursing service)
- Occupational Therapy
- Physiotherapy
- CAMHs
- Bassetlaw Primary Behaviour Partnership
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings as appropriate to discuss SEND provision and progress and keep staff up to date with legislation as and when appropriate.

15. Working in partnership with parents

Carr Hill Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents can contact their child's class teacher and/or the SENCO if they have a particular concern about their child and/ or the provision being made for them.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, and review meetings where appropriate. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Information, Advice and Support Services (IASS), also known as Ask Us, where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents and, where appropriate, pupils are invited to attend meetings with external agencies and are kept up to date and consulted on any points of action drawn up regarding the provision for their child.

16. Links with other schools

The school is a member of The Elizabethan Family of Schools. Our SENCO is also the Elizabethan Family SENCO. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

We work closely with other schools to ensure well planned transition between schools takes place for all pupils. See section 4: Admission for more information.

Signed	_____	Sally Alford (Headteacher)
Date	_____	
Signed	_____	Fiona Wilson-MacCormack (SENCO)
Date	_____	
Signed	_____	Gwen Moles (SEND Governor)
Date	_____	

This policy will be reviewed annually.

Appendix A – Quality First Teaching Toolkit



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