



# HAWTHORN PARK COMMUNITY PRIMARY SCHOOL

Where Care and Learning Count

Headteacher: Mrs Jeni Houghton



## Special Educational Needs and Disability Policy

### Introduction

#### **Purpose:**

The purpose of this policy is to describe our practice in SEND and the principles upon which it is based.

#### **Aims:**

At Hawthorn Park Community Primary School, all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals, able to make a successful transition on to the next phase of their education.

#### Objectives:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents / carers.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

#### **Wider school aims/ethos:**

- provide children with the opportunity to achieve their potential in the basic skills of English and Mathematics
- strive to equip our children with the skills through which to maximise modern technology
- provide each child with experience of success achieved through appropriate challenges
- celebrate everyone's achievement
- recognise and seek to meet the needs of all our children
- provide support for children in developing tolerance and understanding of themselves, others and the rules and expectations of the societies in which they live
- offer opportunities for all children to experience the widest range of learning activities.
- enthuse and motivate all our pupils to embrace lifelong learning

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- work in partnership with parents and carers.

### **Consultation:**

- Staff
- Governors
- Parents

### **Sources and References:**

Special Educational Needs and Disability Code of Practice: 0 – 25 years

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Special educational needs and disabilities: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping Children safe in education

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

Central Bedfordshire Local Offer

<http://www.centralbedfordshire.gov.uk/children/sen-disability/local-offer/overview.aspx>

### **Principles/ Values:**

At Hawthorn Park Community Primary School, we believe that each pupil has individual and unique needs, however, some pupils require more support than others to achieve their full potential. We acknowledge that some of our pupils have Education and Health Care Plans (EHCP) or one page profiles, in which their individual special educational needs and disabilities (SEND) are identified and detailed. They may require help throughout their time in school and, in addition, some pupils may require extra support at certain times to help them overcome more severe, complex and challenging needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Hawthorn Park Community School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to an appropriate and balanced curriculum that has regard to the Early Years Foundation Stage Curriculum and the National Curriculum.

## **Procedures & Practice**

### **Definition of SEN and Disability (SEND):**

We use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others the same age**. Special educational provision means **educational or**

**training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.

Disability: 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.**’

### **Equal opportunities:**

Hawthorn Park Community Primary is an inclusive school and equal opportunities are given to every child regardless of ability, race, colour, creed, gender, sexual orientation or disability.

### **Safeguarding:**

Children with SEN and Disabilities may reflect additional safeguarding challenges. Staff must be aware that:

- behaviour, mood and injury may relate to possible abuse and not just their SEN or disability.
- There is a higher risk of peer group isolation
- Disproportionate impact of bullying
- Difficulties with communication

At Hawthorn Park, we will consider extra pastoral support for children with SEN and disabilities, should the need arise.

### **Health & Safety:**

Within the SEN practice at Hawthorn Park Community Primary School, staff, children and parents may be involved in completing a Risk Assessment Management Plan or Care plan depending on the needs of the child. The school is secure so that children are unable to leave the premises in the case of ‘runners’. Appropriate handles are on EYFS doors.

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child’s needs and with parents. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a filing cabinet within the Assistant Headteachers office. Individual SEND files are transferred to receiving schools when pupils leave Hawthorn Park.

### **Planning:**

Teacher’s plans differentiate for the needs within their class. All aspects of learning are considered when planning. Adults are planned for and deployed as required depending on the needs of the class. Seating plans are considered. ~~and can be found in all classrooms.~~

### **Teaching:**

Teaching takes into account the needs of the children within the class. Aural, visual and kinaesthetic learning will take place over the day and resources/ manipulatives enhance learning where possible. Questioning will be differentiated according to need and interventions planned for as required.

### **Organisation:**

### **Key Roles and Responsibilities**

The SENCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans. The Senco will also report to the Welfare Committee termly and arrange link governor visits. The SENCo is the Assistant Headteacher (Clare Lewis) and is also the designated teacher for Looked After Children (LAC).

SEN Governor: The SEN Governor is Gill Holt. She has responsibility for monitoring policy implementation and liaising between the SENCo and the Governing Body. She is also a member of the Welfare Committee.

Designated Safeguarding Lead (DSL): Anne-Louise Kyte has specific responsibility for safeguarding and is the DSL.

## **Identification of Needs**

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and interaction: these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning: children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

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

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

## **SEN Provision**

SEN support can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to a nurture group at school.
- Using technology where appropriate

### **Managing the needs of Pupils on the SEN Register**

Each pupil with SEND is an individual and their one page profile and SEND support plan is tailored to meet their particular needs. Profiles and Plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget. External professional support and advice may be sought, depending on the level of need, and that advice will be used to inform the one page profile of the pupil.

#### The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- identifying on class planning the provision they are making for pupils with SEND
- Reviewing and writing the one page profile for pupils with SEND
- Supporting the SENCO in the writing and reviewing of the send support plan for pupils with SEND

#### Teaching Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENCO

#### The SENCO is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEN register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies

- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN.
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools
- maintaining an action plan

### **Criteria for removing pupils from the SEND Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching and group provision, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained. The decision is made by the class teacher and SENCO.

### **Requesting an Educational, Health and Care (EHC) needs assessment**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

See Central Bedfordshire guidance on the CBC website for further information regarding requests for EHC plans. (<http://www.centralbedfordshire.gov.uk/children/sen-disability/send-partnership/overview.aspx>)

### **Supporting pupils at school with medical conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, eg: an extra adult to accompany a child on a school trips / residential. Specific staff have training to support particular needs, eg: technical knowledge to maintain auxiliary aids and equipment or managing diabetes. The school secretary is responsible for the administration of medicines and health care plans / protocols.

### **Parents/ Carers Partnership:**

We believe in a person-centred approach to information gathering and the cycle of assess, plan, do, review. Termly reviews and target setting meetings are planned and parents invited to comment and/or set targets alongside the class teacher. Targets are shared with pupils and successes are celebrated. For pupils with an EHC plan, parents will be invited to attend their annual review and where appropriate the pupil will attend part of the meeting to share their achievements for the year and aspirations for the future.

### **Supporting parents/carers and children**

We provide support in the following ways:

- the headteacher and SENCO operate an open-door policy for parents/carers seeking support and advice.
- Parent Support Worker (Anne-Louise Kyte) can signpost additional support/information available for families
- the dedicated SEND Governor who is available as a contact point
- individual arrangements can be made for phased entry into Reception class
- additional time and special arrangements for SATs
- support for transition between classes
- a transition group for vulnerable Y6 pupils transferring to secondary school
- inviting the SENCO of the receiving secondary school to the final Annual Review in year 6.
- Nurture network is provided at least half termly for parents to attend- there is a mix of parent discussion time and speakers (virtual meetings have & will be offered during Covid-19)

### **Resources:**

SEN resources are mainly in the nurture rooms or classrooms, with some being in the portacabin at the front of the school.

### **Assessment:**

A Graduated Approach to SEND Support is how the school decides to make special educational provision.

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, extra teaching or interventions may be put in place, as a pupil's response to such support can help to identify their particular needs. Particular care is taken when identifying and assessing SEN for children whose first language is not English. Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Behaviour Support Service (Jigsaw)
- Autism Outreach Team
- Physical/Sensory Support Service
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)
- Helen Long for Downs Syndrome support

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEND or placed on the SEND register. If, however, the support required is different from, or additional to, what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers

to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

### **The Four Part Cycle**

Assess: We will ensure that we regularly assess all pupil's needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals eg Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

### **Monitoring and evaluation of SEND**

The head teacher and the senior leadership team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews



The class teacher maps provision for their class and the SENCO oversees the maps to manage provision across the school. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENCO
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

### **Reviewing the SEND Policy:**

The SEND policy is reviewed every two years by the governing body.

Governor approval date:

Next review date: Feb 2021.

Reviewed:

Next review date: