

Heronsgate



Special Education Needs and Disabilities (SEND) Policy

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Identifying Special Educational Needs

*Special educational provision means educational provision that is **additional to**, or otherwise **different from**, the educational provision made generally for children of their age in schools maintained by the state.*

The SEND Code of Practice (p.4-5) states that 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 him or her. They may have:

- significantly greater difficulty in learning than the majority of children of the same age; or
- 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 schools within the area of the Local Authority. This may include sensory impairments such as those affecting sight or hearing and long- term health conditions such as asthmas, diabetes, epilepsy and cancer

Aims

In providing for those children defined as having Special Educational Needs and Disabilities (SEND), we will provide a Special Educational Needs and Disabilities Coordinator (Inclusion Manager/SENDCo) who will oversee the implementation of the SEND policy. At Heronsgate we aim to ensure that all children are valued equally, feel safe and secure and that all children make progress in relation to their learning outcomes. We will achieve this by:

- ensuring our policy complies with the guidance provided in the SEND Code of Practice- contained within The Special Educational Needs and Disability Regulations (2014);
- ensuring that Special Educational Needs are identified and assessed as early as possible;
- working in close partnership with parents/carers and children;
- ensuring that all children have access to a relevant, broad and balanced curriculum;
- working proactively with Milton Keynes Council, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting Special Educational Needs;
- maintaining and developing a range of expertise within the school including appropriate training for delivering interventions;
- monitoring, reviewing and evaluating policy and provision on a regular and systematic basis.

The following four broad areas of need are identified by the SEND Code of Practise (2014):

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and / or physical needs.

Pupils with SEND may have one or more of these areas of need.

Individual circumstances relating to a pupil may include the following, but they do not necessarily imply that a pupil has a special educational need.

- A disability where this can enable the child to make expected progress
- Health and welfare which can include attendance and / or punctuality
- English as an Additional Language (EAL)
- Being eligible for Pupil Premium funding
- Being a Looked After Child (LAC)
- Being a child of a serviceman/woman

Roles and Responsibilities

At Heronsgate we believe provision for pupils with Special Educational Needs and Disabilities is a matter for the school as a whole; the Governing Body, Headteacher, SEMH Lead, Inclusion Manager/Special Educational Needs Co-ordinator (Inclusion Manager/SENDCo) and all members of staff have important responsibilities. The Headteacher has overall responsibility for the school's SEND provision. She delegates the role of SENCo to the Inclusion Manager.

Role of the SENDCo

The Inclusion Manager/SENDCo has completed the Masters Level National award for SENCOs. She has attended training sessions in a range of different interventions and specific learning difficulties. She keeps up to date with the services offered through the Local Authority by attending the training sessions and meetings when they arise.

The Inclusion Manager/SENDCo, with the Headteacher, play a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND including any additional resources that may be required.

At Heronsgate School the principle responsibilities for the Inclusion Manager/SENDCo include:

- overseeing the day-to-day operation of the SEND policy;
- co-ordinating provision and the timetables for the Learning Support Assistants (LSAs);
- liaising with and advising teachers;
- observing the SEND children in their specific environment;
- reviewing and updating EHCPs annually;
- reviewing and monitoring the impact of 1:1 LSAs
- analysing the costs of interventions through provision mapping;
- analysis of the SEN data;
- supporting the specific learning delivered by LSAs;
- overseeing the records of all children with Special Educational Needs;
- administering reviews, and the SEND Register;
- liaising with parents of children with SEND;
- contributing to the in-service training of staff;
- liaising with external agencies, including LA support and Educational Psychology Services, Health and Social Services (via the hub system) and voluntary bodies;
- liaising with other relevant colleagues within MKET;
- supporting Child & Family Practice Support;
- ordering resources for SEND children, within appropriate budgets;
- monitoring children's progress and, if requested, supporting the setting of targets;

- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality act (2010) with regard to reasonable adjustments and access arrangements;
- liaising with potential next providers of education to ensure a smooth transition;
- ensuring that the school keeps the records of all pupils with SEND up to date.

Role of the Local Governing Body

The Local Governing Body, with the Headteacher and staff at Heronsgate School, follow the school's policy and the procedures for meeting the needs of those pupils with Special Educational Needs.

The SEND Governor supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice (2014). He/she will meet regularly with the Inclusion Manager/SENDCo to discuss the provision of Special Needs and the implementation of the policy. It is the responsibility of the SEN Governor to ensure that:

- the SEND policy is reviewed and agreed on an annual basis;
- the school has appropriate provision and has made necessary adaptations to the needs of all pupils at the school, including those identified as SEND;
- regular visits are made to the school to monitor the SEND provision;
- the SEND data is analysed and to challenge where necessary.

Teaching Staff

The SEND Code of Practice (2014 - 6.3) states that class teachers are responsible for the progress and development of all pupils in their class. This means:

- identifying a child's special needs and ensuring that school programmes of intervention for individual children are in place, in consultation with the Inclusion Manager/SENDCo,
- ensuring parents/carers are aware of any concerns about their child's learning and are provided with information regarding additional provision.
- liaising with any LSAs with regard to planning and pupil progress employed to support a child with special needs. The LSAs have appropriate responsibility for the child's specific needs during their time with that child;
- ensuring information about SEND children is transferred to the next teacher.

This will be monitored by;

- classroom observations by the Headteacher and /or Inclusion Manager/SENDCo;
- reviewing progress made by pupils with SEND;
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- teacher meetings with the Inclusion Manager/SENDCo to provide advice and guidance on meeting the needs of pupils with SEND.

Additional Support

The Local Authority Inclusion and Intervention Specialist Teachers Team can be requested to meet with specific teachers to review and plan for children with SEND. Learning Support

Teachers are available from this team to offer further child-specific advice based on evidence from the school Inclusion Manager/SENDCo.

There is also support from our (MKET) Educational Psychologist, Speech and Language Therapist and Educational Welfare Officer on a weekly basis to discuss the needs of the school and individual children. In addition, where a pupil is making inadequate progress despite the delivery of high quality targeted interventions, the SENDCo may choose to seek parents' permission to make a referral to one of the following:

- Special needs Nursing team
- Physiotherapy
- Occupational Therapy
- Audiology
- Ophthalmology
- Child and Adolescent mental health Service

Monitoring and evaluation procedures

At Heronsgate, all documentation regarding the support given to SEND children is collated and reviewed termly. All interventions are baselined and the children are reassessed to show progress after an appropriate time interval.

Adequate progress can be defined in a number of ways. It might, for instance be progress that:

- closes the attainment gap between the child and the peer group;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group;
- matches, or betters, the child's previous progress;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates an improvement in the child's behaviour.

The new SEND Code of Practice (2014) replaces the previous categories of `School Action` and `School Action +` with a single category `SEN Support`. At Heronsgate we will continue to monitor all SEND children based on their needs using our agreed protocols for identifying and planning for SEND as outlined in this policy.

The SEND Code of Practice (2014 – 6.44) states that a four-part cycle through which earlier decisions and actions are revisited, refined and revised is linked with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. We will adhere to the following four-part cycle in order to support those pupils in need of SEND Support:

Assess → plan → do → review

Assess

Working with the Inclusion Manager/SENDCo and the child's parents an analysis of the child's needs will be undertaken by the class teacher when trying to identify what SEND support is required. Support is put in place and is reviewed regularly to ensure that the support is matched to need.

More specialist assessment will take place if there is no improvement in the child's progress. This will be organised by the Inclusion Manager/SENDCo with the agreement of the parents.

Plan

When it has been decided to provide additional SEND support, all parties will decide:

- the expected outcomes
- what interventions and support is required
- the expected impact on progress, development or behaviour
- a review date

Plans will take into account the views of the child and parents will reinforce the provision by contributing to progress at home.

Do

The Class Teacher and the Inclusion Manager/SENDCo oversee the implementation of the interventions as part of the agreed SEND support. The Class Teacher supported by the Inclusion Manager/SENDCo assesses the child's response to the action taken and the Inclusion Manager/SENDCo offers continuous advice on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress is discussed at a termly review meeting between the Class Teacher and the child's parents. The views of the child are also taken into consideration at this meeting. In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.

A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress. All parties will agree to any specialist involvement if a child continues to make less than expected progress.

Education Health and Care Plans

From 1 September 2014, Education Health and Care Plans (EHCP) replaced statutory statements of SEND. EHCP's are based on the new co-ordinated assessment process focussed around the planned outcomes written on the child's plan. The school or parents could consider asking the local Authority to carry out an EHCP needs assessment of a pupil. This involves gathering evidence from relevant professionals and the school will co-operate with the Local Authority in this by providing the educational advice and information requested.

All previous Local Authority statutory statements have now transitioned over to the new EHCP format. There is greater importance attached to the wishes and feelings of the child and their

parents; their aspirations, the outcomes they wish to seek and the support they need to achieve them (Para 9.22 Code of Practice, 2014).

To provide provision for children with an EHCP we will ensure:

- all staff working with children have read and understood the EHC plan and any specialist reports;
- a clear range of strategies and approaches to support class differentiation is agreed by all those involved based on specialist advice;
- co-production of a plan to address needs with agreed outcomes for all targeted provision;
- any additional training for teaching and support staff is arranged;
- teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed;
- the Inclusion Manager/SENDCo monitors progress termly with all relevant staff, parents and children.

Local Offer

The Local Offer is a response from government to the desire of parents and carers to find out about all services, opportunities and access for children with special educational needs and disabilities in their area.

As outlined in the new Code of Practice, local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEND, including those who have EHC plans.

The Local Offer should encompass all of the universal elements of services offered in localities – all schools, settings and colleges within the local authority border; and all of the services offered by health – from therapies and how to access them, to services for children with complex health care needs. The local offer should build on universal services and illustrate to families how to access additional targeted and specialist services.

The following link will take you directly to the Milton Keynes Local Offer:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

SEN Information Report

The governing bodies of maintained schools must publish information on their website about the implementation of the Governing Body's policy for pupils with SEND. The information must be updated on an annual basis. The SEND Information Report can be found on the school website via the following link:

<http://heronsgate.org.uk/policies>

The report contains information regarding:

- the kinds of SEND that are provided for;
- policies for identifying children with SEND and assessing their needs;
- arrangements for consulting parents of children with SEND and for assessing and reviewing the child's progress towards outcomes;

- the approach to teaching children with SEND;
- the expertise and training of staff to support children with SEND;
- evaluating the effectiveness of the provision made for children with SEND;
- support for improving emotional and social development;
- how the school involve other bodies in meeting children's SEND;
- arrangements for handling complaints from parents with SEND about the provision made at the school.

SEN Funding

All mainstream schools are provided with resources to support those with additional need, including pupils with SEN and disabilities. Schools also have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount and it is for the school to provide high quality support from the whole of its budget. It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEND.

At Heronsgate we have access to a range of resources that can be used for 1:1 or in small group intervention sessions. Our LSAs are timetabled to support teaching and learning in classes, dedicated 1:1 or small group interventions with pupils that are identified as making less than expected progress.

Transition

Year 2 pupils are invited to spend a morning during the Summer Term at Heronsgate undertaking various `taster` activities. In July Year 2 pupils are again invited as part of our whole school `moving up` morning. On this day pupils will spend the morning with their new class and Teacher.

For children with any additional needs, the Inclusion Manager/SENDCo will visit the child either in their current school setting or the feeder school's Inclusion Manager/SENDCo will visit Heronsgate to enable conversations to take place.

For children who have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the Inclusion Manager/SENDCo/PCC to ensure that arrangements are in place for the child's transition into Heronsgate.

For pupils with additional needs who join in-year the Class Teacher will always try to ensure that they liaise with the child's previous teacher.

During the Summer Term before pupils move to another school for Year 7, the Inclusion Manager/SENDCo will make contact with the Inclusion Manager/SENDCo from the child's new school to discuss the pupils' needs. It may be appropriate to organise some additional transition visits for pupils according to individual children's needs.

Reviewing the policy

The SEND Policy will be reviewed on an annual basis in order to ensure that it is kept up to date and in line with any changes in law and legislation. The Inclusion Manager/SENDCo will review this policy in conjunction with the SEND Governor and the Headteacher.