



## **HANDALE PRIMARY SCHOOL**

**Special Educational Needs and Disabilities Policy  
2021 - 2022  
Reviewed July 2021**



# HANDALE PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

### Introduction

This policy reflects the statutory guidance given in the ‘Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years’, which came into force on 1<sup>st</sup> September 2014

### Aims and Objectives.

The governors and staff at Handale Primary School are committed to providing an inclusive education to ensure the best possible progress for all its pupils regardless of their abilities, needs or personal circumstances.

Handale Primary School aims to:

- Work within the guidance provided in the Send Code of Practice 2014;
- Identify early and provide for pupils who have additional needs;
- Ensure access to the curriculum for all pupils;
- Develop and maintain partnerships and high levels of engagement for parents;
- Operate a ‘whole pupil, whole school approach’ to the management of and support for special educational needs and disabilities

The school recognises that all pupils exhibit individual needs and sometimes these needs can be complex and can inhibit their ability to learn. This policy covers all pupils for whom the term ‘Special Educational Needs (SEN)’ applies as defined below whether their needs are permanent or temporary in nature.

### Definition of Special Educational Needs

- i. 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
- ii. 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. For a child under two years of age, special educational provision means educational provision of any kind.

- iii. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraphs above when they reach compulsory school age, or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

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.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- b) for children under two, educational provision of any kind.

Special Educational Needs Code of Practice 2015

The specific objectives of this policy are:

- To identify students with SEN and disabilities and to ensure that their needs are met.
- To ensure that students with special educational needs and disabilities are able to join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure parents of pupils with SEN are informed of the provision being made for their child and the progress they are making.
- To ensure that learners are able to express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

### **Responsibilities**

The following staff have responsibilities for the delivery of this policy:

The Governing Body will:

- Have responsibility for the making provision for pupils with SEN.
- Publish information about and report on this policy, including making this policy freely available to parents.
- Consider and report on the effectiveness of the school's work on behalf of children with special educational needs on an annual basis.
- Include in its annual report information on the implementation of this policy on pupils and any changes to the policy during the previous year.
- Allocate a member of the governing body who will take a special interest in SEN.

The Headteacher will:

- Appoint a SEN Coordinator (SENCo) who will be a qualified and suitably experienced teacher.
- Ensure that within the school's budget allocation, provision is made to meet the needs of pupils with SEN.
- Monitor the strategic development of SEN provision.
- Report on the provision of SEN in the school to the Governing Body.
- Ensure that the SENCo has adequate resources both in terms of finance and time to effectively manage the school's SEN provision.

The Special Educational Needs Coordinator will:

- Take a lead on the strategic development of this policy and the provision for pupils with SEN.
- Manage the day to day operation of this policy and coordinate the provision for pupils with SEN.
- Provide advice to the Headteacher and to members of staff on issues and developments in SEN.
- Manage the recording of data on pupils with SEN and maintain the schools List of Pupils with Additional Needs.
- Liaise with outside agencies and external providers who are involved in the provision of SEN in school.
- Hold, or be working to towards the National Award for Special Educational Needs Coordinators.

Teaching Staff will:

- Be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

Teaching Assistants (including Classroom Assistants and Early Years Assistants) will:

- Be involved in the development of the school's SEN policy and be aware of the pupil's in their care with SEN.
- Provide provision as directed by the teaching staff on a small group or one to one basis for pupils with SEN

Other Staff will:

- Be involved in the development of the school's SEN policy.

The SENCo for Handale Primary School is **Mr Emmerson**.

E-mail: [pemmersen@handale.rac.sch.uk](mailto:pemmersen@handale.rac.sch.uk)

The member of the Governing Body with a special interest in SEN is **Ms Husband**.

## Specialist Provision

Within Handale Primary we have a Small Learning Community which promotes the inclusion of a maximum of the 10 children, from across Key Stage 2, on its register who display varying levels of SEND and who may have felt excluded within their previous mainstream classes. The purpose of the SLC is to ensure that the feeling of inclusion is paramount against alternate feelings of exclusion previously within their mainstream classes. The class ensures a higher staff to child ratio which in turn ensures a more tailored level of education and the promotion of a nurturing environment in which the children feel secure and comfortable with their academic progress. The children express their views with regards the Small Learning Community through pupil voice and the parent's views are considered with regards the feelings of the child alongside their own. The Small Learning Community Resource is funded by ourselves and we take great pride in its success and continued development.

We place an emphasis on the integration of these children into mainstream environments, such as their own year group, whole school assemblies, the dining hall and playground, at appropriate times and with relevant support.

Additionally, at Handale Primary School we have an allocated Learning Mentor, Miss Joanne Tully, who specialises in support for those children whose social and emotional well-being is impacting on their learning. By providing a nurturing environment, we aim to encourage improved learning attitudes through fostering personalised, positive and trusted relationships.

## **Admissions for Pupils with SEN**

The school follows the Redcar and Cleveland Borough Council Admissions Policy and Oversubscription Criteria.

Handale Primary School does not discriminate against pupils with SEN or disabilities in accordance with the SEN Code of Practice (2015) and the Disability Discrimination Act (2010).

Handale Primary School does not have a special unit for SEN provision although we do have a Small Learning Community, which is a resource based provision of up to 10 children, aimed primarily at the children, that due to their needs, may have felt excluded within their mainstream classes.

### **Identification and Assessment of SEN**

Handale Primary School is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2015. A range of evidence is collected through the school's general assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and/or different provision is necessary.

The school recognises the experience and professionalism of its staff and will respond to any concerns raised regarding a pupil's educational provision, progress or behaviour as a trigger to further investigation/assessment of SEN.

When children require extra support, the class teacher takes initial responsibility and parents are kept informed. It is every teacher's responsibility to adapt teaching to respond to the strengths and needs of all pupils. Pupil progress meetings, with senior members of staff, are held termly and provide opportunities for teachers to discuss any children that they may be concerned about.

Additional provision is made for these pupils and their progress is carefully monitored by senior leaders. If progress continues to be a cause for concern, the class teacher will liaise with the SENDCO and further intervention(s) and / or other professional services may be accessed as a more in-depth analysis of a child's particular needs, and how best to meet them, may be required.

The school will work closely with all other professionals and agencies with a responsibility for the diagnoses of SEN, e.g. GP's, Educational Psychologists, Specialist Teachers.

### **Categories of Need**

Additional needs are categorised according to the following four broad areas:

- Cognition and Learning Needs:
  - Moderate Learning Difficulty
  - Specific Learning Difficulty, e.g. Dyslexia, etc.
  - Severe Learning Difficulty.
  - Profound & Multiple Learning Difficulty.
- Speech, Language, Communication and Interaction Needs:
  - Physical speech production problems
  - Central language and communication difficulties
  - Social communication of difficulties.

- Social, Emotional and Mental Health Difficulties:
  - Self-Esteem and approach to learning
  - Attention, Motivation and Engagement
  - Social emotional skills
  - Mental health.
- Sensory and / or Physical Needs:
  - Coordination and physical difficulties
  - Sensory needs
  - Hearing impairment
  - Visual impairment.

**NB:** A child may have additional needs in one or more of these areas.

### **Planning Intervention, Monitoring and Tracking Progress**

The majority of support is provided by the class teacher and support staff within the child's immediate environment. Each child's additional needs will be met on an individual basis. Initially, class teachers decide which strategies will be used in the context of the classroom to meet the child's particular needs, e.g. providing different activities / and / or levels of tasks to make them more accessible or enabling a child to work with an increased level of adult support.

A pupil may be provided with an intervention programme to help him / her to make progress in his / her area of difficulty: these can be short term or long term. The progress made by pupils receiving specific interventions is monitored by the senior members of staff, so the effectiveness of interventions in meeting the needs of the pupils can be reviewed. A different intervention will be used when it is evident another is not helping a particular child in his / her learning.

If close monitoring and assessment identify that a child is not making adequate progress, despite additional support being put in place, the SENDCO will be consulted.

Following discussion with parents, the pupil may be registered as needing 'SEND Support'. A Provision Map will then be initiated for the child.

The provision for pupils with SEN will be recorded on provision maps. There will be separate provision maps for Early Years/Foundation Stage, Key Stage One and Key Stage Two. The provision maps will detail any activities, programmes or specialist support that is additional to the normal routines in each class. The provision maps will include:

- The type, time, extent and duration of the provision.
- The member of staff delivering each different provision.
- The names of the pupils accessing the provision.
- The cost of the provision.

All provision maps will be reviewed every half-term to ensure they are effectively meeting the need of pupils with SEN. The SENDCO also monitors the Provision Maps to check that the outcomes set are meeting the needs of each particular pupil and allowing him / her to progress in their learning.

The SENDCo in conjunction with the Key Stage Leaders and class teachers will ensure that a pupil's additional provision does not compromise their entitlement to be part of a class and to their access to their class teacher.

Handale Primary School uses the three waves of intervention outlined in the Primary National Strategy

- Wave 1 - quality first, class-based, teaching
- Wave 2 - additional, time-limited, small group intervention support programmes.
- Wave 3 – individual support

Individual provision maps are created for all pupils on our SEND Register, who require that extra support within the classroom, by identifying what intervention is being made, the objectives of the intervention and the pupil's targets and the extent and duration of the intervention. Individual provision maps will be issued in the first half of the autumn term each year and will be reviewed half-termly. Individual provision maps will be shared with parents of all pupils with SEN. Parents will be able to comment on the provision being made for their child.

Parents of pupils with SEN may, at any time, discuss with the class teacher, SENCo or Headteacher the provision made for their child.

If a parent is unhappy with any aspect of the provision being made for their child then they will have the right to meet formally with the SENCo to outline their concerns. If this is unable to resolve the situation then the parent has the right to then meet with the Headteacher and, if desired the member of the Governing Body with an interest in SEN.

### **Evaluating Provision for Pupils with SEN**

The SENCo and Headteacher will evaluate the provision being made for pupils with SEN through:

- Use of the school's assessment arrangements for pupil progress.
- Use of specific assessment data compiled as part of the provision.
- Observation of the delivery of the provision.
- Scrutiny of provision planning.
- Scrutiny of pupil's work.
- Discussion with class teachers and teaching assistants.

### **External Assessment of and Provision for Pupils with SEN**

Where deemed necessary, the school will seek the advice of external agencies and specialist educational professionals to assist in the assessment of and provision for pupils with SEN.

The school regularly uses the expertise and assistance of the following agencies:

- Redcar & Cleveland SEN Service
- Redcar & Cleveland Educational Psychologist Team
- Redcar & Cleveland Specialist Teaching Service
- St. Peter's Primary School Infant Assessment Class, Brotton
- Redcar Child and Adult Mental Health Service
- Royal Victoria Infirmary, Newcastle
- Redcar & Cleveland Hearing Impaired Service
- Further agencies provided through the Resource and Support Panel

If a child has significant and sustained difficulties despite ongoing intervention, we may apply to the Local Authority, through the Resource and Support Panel, for some additional funding to enable us to meet his or her needs. The SENDCO, in consultation with the Head Teacher, Class Teacher and Learning Mentor, will decide when an application for High Needs Funding will be made. Information regarding the support the child has had previously in school will be collated and presented to the Resource and Support Panel. They will then make a decision as to whether any additional funding will be allocated to enable a particular pupil to access support in school that will help him / her to access the curriculum more effectively.

For pupils with more complex needs, the school may initiate an application for an Education and Health Care Plan (EHCP). This will be done in full consultation with parents / carers and will involve a ‘coming together’ of all services or agencies involved with the child, e.g. Educational Psychologist, Social Services, Health Care professionals, etc. The process involved in deciding whether or not an EHCP should be awarded a particular pupil will involve a ‘multi-agency panel’, which will look at all of the evidence collated from the professionals involved to decide how best to meet the needs of that pupil in the future.

At Handale Primary, we operate a continuous cycle of planning, monitoring and assessment. We will regularly review your child’s outcomes to ensure that they are achievable, are being supported and are allowing him / her to progress in their learning. If your child is registered as needing SEND support, we will do this by sharing their provision map with you and your child. The outcomes set will encourage small-steps in learning for your child, particularly in relation to his / her area of difficulty. The plan will also state how progress towards the outcomes will be supported in school. Parent / child consultation meetings will take place on a termly basis.

## **Parents**

We promote positive partnerships with parents and actively work with them to enable their children to achieve their best. We recognise parents as the main educators of their children and operate an ‘open door’ policy to share information, as well as more formal consultation evenings.

At all stages, we work with parents to agree on the best decisions and provision for their children. Parental consent is obtained prior to pupils being added to the register of Special Educational Needs and/or Disabilities. When pupils are registered as needing SEND support, their progress and outcomes are shared with parents in the form of an individual provision map. These meetings take place on a termly basis with the final terms meeting being in the form of a written report. Every effort is made to strengthen home / school links and to encourage parents to work with their children and staff in order to overcome learning difficulties or barriers to learning.

In addition, the SENDCO and other senior members of staff will monitor the progress your child is making through regular discussion with his / her class teacher and by analysis of assessment data. At all stages, we will work with you to agree on the best decisions and provisions for your child.

At Handale, we regularly invite parents / carers into school to share in the child’s learning journey, e.g. for reading sessions, ‘World Book Day’ and context activity afternoons, and lots more. Our school website and Marvellous Me provides information about the curriculum and activities specific to each year group.

We also have a school mentor, Miss Tully, who can be contacted via the school office.

## Pupils

At Handale we believe that all pupils should have equal opportunities and should be enabled to attend school and receive their entitlement to education.

Children registered as needing SEND support will have full access to the National Curriculum in keeping with our Equal Opportunities Policy. We recognise that it is important to identify additional needs at an early stage in order that positive strategies may be put in place to help particular children to enjoy a broad and balanced curriculum, equal to that of their peers, and to overcome potential barriers to learning. Senior members of staff observe teaching and learning in school on a regular basis and report ‘inclusive’ practise within the classroom context.

Our school sets suitable learning, personal and social challenges that are responsive to every child’s diverse needs. Teachers are monitoring the progress of pupils all of the time. If they think that a pupil is having some difficulty, they might ask an adult to work alongside him / her. They might give a pupil different tasks and activities or provide him / her with some specialist equipment to help them in their learning. With parental consent, they may also ask a ‘specialist’ to come and provide some additional information on how to best support a pupil.

The teachers will talk to pupils about things they are doing well and work they might be finding difficult. Pupils should be clear about what they need to do to improve in their learning, attitude or behaviour, etc. Pupils are expected to make as much effort as they can to improve.

Teachers will challenge them to be more independent as they become more confident with the things they find difficult. Teachers will regularly tell pupils how well they are doing towards their outcomes.

Pupils are encouraged to be open about their concerns or worries. All members of staff are ready to listen and respond to the needs of individual pupils.

**NB.** More information for parents / carers and pupils, regarding what our school has to offer pupils needing SEND support (our ‘SEND Information Report’), can be found on the school website.

## Transition

Foundation Stage:

Before starting Nursery, your child will be visited by Nursery staff at home or invited to a welcome session. Prior to transition to Reception, you will be invited to a meeting to share information about starting school and to give you the opportunity to ask questions. You will be able to accompany your child for a ‘trial lunch’ in the school dining hall.

## **Key Stages 1 / 2:**

As your child transfers to a new year group he / she will be given the opportunity to meet their new class teacher prior to their transition to a new class.

If your child has particular difficulties in coping with change, additional provision may be made, e.g.

- They may visit their new class teacher on a greater number of occasions to enable them to feel more prepared and less anxious;
- They may be provided with a visual support to help them to prepare for the change;
- It may be possible for a key supporting adult to make the transition to a new year group with him / her to provide continuity for your child.

## **Transition to Key Stage 3:**

When your child is ready to make the transition to Key Stage 3, his / her class teachers and the SENDCO will arrange to meet with staff from the relevant secondary schools to discuss any additional needs your child may have. Key Stage 3 settings now provide additional induction arrangements for pupils who require extra support, whether this be a need relating to their academic or personal, social and emotional development. You will also be invited to Open Events where you will receive the information you need to support your child in their transition.

## **Expertise of staff:**

At Handale Primary School, we continuously seek to improve our provision for all pupils and, as such, are committed to on-going professional development. Training in key SEND support areas, such as dealing with medical needs and managing challenging behaviours, is regularly updated for all staff. In addition, staff working closely with SEND pupils are provided with training in other more specialist areas. The Senior Leadership Team and other key members of staff have access to training that enables them to effectively monitor the provision for SEND pupils, etc.

## **SEN Training**

The school has a rigorous procedure for performance management for all staff. Any individual requirement for training and support for SEN issues will be identified through the performance management process.

The Headteacher and SENCo will coordinate any whole school training requirements and where circumstances require a review of skills outside of a performance management cycle e.g. where a pupil with a specific need joins the school.

## **Resources used to support pupils:**

The SEND budget is used to fund our Small Learning Community, provide additional support staff and to purchase appropriate resources and equipment to allow our pupils with additional needs to make progress in their learning. When it is necessary to do so, the SEND budget will also allow us to buy in external specialist services to work with particular children.

External services, such as the Occupational / Physiotherapy Service, may recommend your child has some specialist equipment to enable him / her to access their learning more effectively. In all instances we will provide your child with the materials they need. If required, we will also ensure that your child takes this equipment when they move to a new year group / stage in their education in order that they may continue to be supported appropriately in their new environment.

Intervention strategies:

- Quality first teaching daily in-class TA support
- Small group English and Maths support
- Speech and Language Therapy
- Writing slopes and other specialist equipment
- SENDCO support
- Educational Psychologist
- Occupational Therapy posture-enhancing equipment
- Outreach support
- Lexia
- School Mentor
- PIVATS
- Small Learning Community

### **External Services:**

We access the following specialist services and expertise externally:

- Local Authority SEND Team
- Educational Psychology Service
- Speech and Language Team
- Occupational and Physiotherapy Services
- School Nursing Service
- Health Visitors
- Social Workers
- CAMHS
- Daisy Chain
- SENDCO Network
- Resource and Support Panel
- Specialist Teaching Service
- Early Years Family Hub
- The Visually Impaired Service
- The Hearing Impaired Service

Specialist Services staff liaise regularly with school staff about the progress of pupils they are involved with.

### **Review of this policy**

The Governing Body will review this policy, every two years

## Related Documents

This is Handale Primary School's Policy for Special Educational Needs & Disabilities. The following documents have a directed impact on its implementation.

Handale Primary School

- Inclusion Policy
- Admissions Policy
- Access Policy
- Assessment Policy
- Subject Specific Policies

The Special Educational Needs Code of Practice (2015)

The Disability Discrimination Act (2010)

Redcar and Cleveland Borough Council Admissions Policy and Oversubscription Criteria (2018-2019)

Support and Aspiration: a new approach to SEN and disability (DfES, 2010)

## GDPR

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the [Data Protection Bill](#). This applies to all personal data, regardless of whether it is in paper or electronic format. For more information see our Data Protection Policy 2018 and Privacy Notices.

Policy date: 13.06.21

SENDCO Mr P Emmerson *Paul Emmerson*

Chair of Governors Mr Daren Fowler *Daren Fowler*

Headteacher Mrs Nicola Padgett *Nicola Padgett*

Next renewal date: Summer 2022