



SEN Policy

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SEN Policy

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

Schools SEN Information Report Regulations (2014))

NASEN HELP SHEET: UPDATING SEN POLICY for SCHOOLS 2014

Supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Safeguarding and Child Protection Policy

Accessibility Plan

Teachers Standards 2012

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This policy was created by the school's SENCO in liaison with Governors, SLT, all staff and parents of pupils with SEND.

Vision Statement

Our school believes that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has SEND. We support pupils with SEND to be included in all aspects of school life.

At Holland Park Primary School we believe that every teacher is a teacher of every child, including those with SEND. We believe that we are raising the aspirations of and expectations for all pupils with SEND, and providing a focus on outcomes for children and young people and not just hours of provision/support.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2015.
3. To operate the graduated approach of assess, plan, do, review with regards to the individual management and provision of support for children with special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

What kind of Special Educational Needs [SEN] are provided for?

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.
- Special educational needs and provision can be considered as falling under four broad areas:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and / or physical.

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How will children with Special Educational Needs be identified and what sorts of assessments will be completed?

- Baseline tests – reading ages / spelling ages
- Teacher / LSA / SENCO identification through observation / marking / assessment
- Parent information concerns
- Tracking progress through intervention groups
- Phonological awareness assessment
- Literacy assessments
- Maths assessments
- Provision guidance banding descriptors (when applicable)
- Liaisons between settings

A GRADUATED APPROACH TO SEN SUPPORT

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’ [SEN Code of Practice; January 2015: 6.36]. There is a requirement that the pupil will receive quality first teaching and appropriate differentiated work within the classroom before they are placed on the SEN register. (SEN CoP Jan 2015: 6.37)

The school reviews the progress made by all pupils every half term. If a child is still not making adequate progress despite the quality first teaching, differentiated activities and appropriate work within the classroom, then the teacher will meet with the SENCO, consider all of the information available and discuss what additional support or intervention would help the pupil. This could include a referral to an external agency or other professional. The decision will then be made as to whether the pupil will need to be placed on the SEN register.

If the pupil is placed on the register the Assess, Plan, Do, Review cycle will begin. Parents and pupils will be invited to a meeting in school and the One Plan will be prepared in consultation with them. The school will then carry out the One Planning and review it termly, meeting with parents and pupil again to decide on the next step.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

Once a pupil is placed on the SEN register the additional interventions will be recorded on a class inclusion profile by the teacher and a school provision map by the SENCo. These provision/inclusion maps will be reviewed termly during the One Plan meeting, so that the cycle assess, plan, do review can begin again.

For some pupils there will need to be a referral to an external agency or professional and this will be completed by the SENCo in consultation with the parents and pupil. There may also be additional paperwork needed for some pupils such as a distress management plan, an individual education plan or a pastoral support plan.

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For those pupils who have an education, health care plan, the annual review will take place in addition to the One Plan meetings, with a greater emphasis on outcomes.

CRITERIA FOR EXITING THE SEN REGISTER

If a pupil makes the expected progress and is achieving at a level of that of their peers then a decision will be made for them to be removed from the register at the termly meeting in consultation with parents and the pupil.

SUPPORTING PUPILS AND FAMILIES

Admission arrangements and the School Information Report can be found on the school website or a copy can be obtained from the school office. Our school is also able to refer to the following outside agencies:

General Practitioner [GP]

Paediatrician

Emotional Wellbeing and Mental Health Service (EWMHS)

Speech and Language Therapist [SALT]

Social Care

Educational Psychologist [EP]

Specialist Teacher Team [STT]

Occupational Therapist [OT]

Family Solutions

Family Support to include signposting to:

Families in Focus

Parent Partnership

MAZE parenting programmes

EWMHS

WARMS

ACL

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS – SEE SEPARATE POLICY

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

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (January 2015) is followed.

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Any child with a medical condition will be invited into school to review their Health Care Plan with the school medical officer yearly or more often as required. The Health Care Plans will be kept in the medical room and all staff will be made aware of the child's medical condition if appropriate.

MONITORING AND EVALUATION OF SEND

The provision for SEND pupils will be reviewed every term, pupil and parents. In addition, the SENCO will meet with the class teacher termly and discuss all of the pupils in the class. Members of the Senior Leadership Team (SLT) will regularly monitor teaching, books and planning. Parent's views will be recorded in the termly meetings and at parent consultation evenings.

TRAINING AND RESOURCES

The school accesses training from the local authority and external agencies and professionals. In addition, in house training is given by the SENCO and SLT. The school receives a Notional SEN budget which is used to provide teaching assistant support, resources and training as appropriate. The school's SENCO regularly attends the local authority's SENCO network meetings and the local cluster in order to keep up to date with local and national updates in SEND and to share ideas and resources.

ROLES AND RESPONSIBILITIES

- The SENCO is Rachel Waller
- The Family Liaison Worker is Lisa Penn
- The Learning Mentor is Angela Hope
- Behaviour and Wellbeing Lead is Sarah Edwards
- Designated Child Protection Persons
 - Mr Matthew Moseley
 - Mrs Andrea Blyth
 - Mrs Rachel Waller
 - Miss Lisa Penn
 - Mrs Sarah Edwards

Children Looked After Representatives

Mrs Sarah Edwards and Mrs Angela Hope

School Medical Officer

Mrs Maria Tilbury

STORING AND MANAGING INFORMATION

All provision maps, learning plans, distress management plans, statements, education, health and care plans and any other information in relation to the SEND of the pupil will be kept in the SEN/Pastoral office. Relevant information will be copied and given to the class teacher, support staff and parents.

Any child protection, child in need or other Social Care paperwork will be kept in a locked fireproof cupboard in the SEN/Pastoral office.

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REVIEWING THE POLICY

This policy will be reviewed in line with the policy schedule.

ACCESSIBILITY

- Please see the following documents:
 - Accessibility Plan
 - Equality Policy
 - Intimate Care – part of Supporting Children with Medical Needs
 - Health Care Plan – part of Supporting Children with Medical Needs

DEALING WITH COMPLAINTS

Please refer to the Complaints Policy available from the school office.

APPENDIX

SPECIAL EDUCATIONAL NEEDS Information Report (Local Offer)

Holland Park Primary

Please visit the Special Education Needs on our website page and click on the button entitled 'SEN information Report'.