



## HOLLY LODGE PRIMARY SEND POLICY

Mrs Carol Pedley (NASENCo award) has responsibility for the coordination of provision for children with Special Educational Needs and Disabilities and is a member of the Senior Leadership Team.

Mrs Pedley can be contacted via the school office 01252 548390

**The aim of every member of staff at Holly Lodge School is to enable every child to be the best they can be regardless of background, challenge or need.**

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

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. a) have a significantly greater difficulty in learning than the majority of others of the same age; or

2. 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 Children and Families Act (2014) came into force from the 1<sup>st</sup> September 2014 and a new SEN Code of Practice accompanied this document. Details of the reforms and the SEN Code of Practice can be found on the Department of Education's website:

[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)

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 further details of these changes on the Surrey County Council website:

<http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/changes-to-send-support-in-2014>

It is a requirement of the new Children and Families Act (2014) that all local authorities publish a Local Offer of services and information to enable children, young people and families with special educational needs and disabilities to access appropriate services and information. Surrey's Local Offer can be found at:

<http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-local-offer-support-and-advice-for-children-and-young-people-with-send>

## **SECTION 1: COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2012

## **SECTION 2a: AIM**

The main purpose of this policy is to provide guidance and information about the approach and procedures followed at Holly Lodge Primary School to enable everyone to work together for the benefit of children with Special Educational Needs and Disabilities. We have high aspirations and expectations that *all* children can achieve positive outcomes. We acknowledge that children with Special Educational Needs and Disabilities will require carefully planned support and provision in order to do this.

## **SECTION 2b. OBJECTIVES (HOW DO WE DO THIS?)**

- To identify and provide for pupils who have special educational needs and additional needs. We do this by:
  - Gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school.
  - Rigorously monitoring the progress of all pupils through our Assertive Mentoring Programme.
  - Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.
  - Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education
  - Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Behaviour Support, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS.
- To work within the guidance provide in the SEND Code of Practice 2014
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy

## **SECTION 3. IDENTIFYING SPECIAL EDUCATION NEEDS.**

The Code of Practice recognises four broad areas of need that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Condition (ASC) may have needs across all areas, including particular sensory requirements.

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASC 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**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people 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 as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child. The support planned for a child will be based on an understanding of their particular strengths as well as their needs, and seek to address them all.

When considering whether a child has Special Educational Needs, we take into account other factors that may impact on progress and attainment, that are not SEN. These include:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Concerns relating to a child’s behaviour will be described as a response to an underlying need, and not a way of describing SEN. Where this is the case we will work with the child, parents and other relevant agencies to identify and address any unmet needs.

## **SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT**

Appendix 1 describes the three levels of support that may be offered to children. These have been termed *Waves of Intervention*.

### **Wave 1:**

**All children** are entitled to Quality First Inclusive teaching and teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, carefully scaffolded for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

The quality of teaching for all pupils is monitored by the Senior Leadership Team and the progress of all pupils is rigorously monitored by class teachers and the Senior Leadership Team. Pupil progress meetings are held each half term to discuss progress and attainment with teachers, and data is then analysed by senior leaders. When a pupil is not making expected progress or is at risk of underachieving, reasons for this can be explored with parents and carers, and appropriate support can be put in place where necessary. This may be a *Wave 2* or a *Wave 3* intervention.

### **WAVE 2:**

**Some children** will have times when they experience difficulties in their learning and development. They are able to access additional interventions, usually in small groups to enable them to work at age-related expectations.

### **WAVE 3:**

**A few children** will require a highly personalised, individual intervention programme to allow them to make progress.

At this point the class teacher will liaise with the SENCo, who will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate assessment, informed by our Assertive Mentoring Programme. For these higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals.

The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

### **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. 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. 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 teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

### **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 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 will be provided by the SENCO.

## **Review**

Reviews of a child's progress will be made regularly. 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 where necessary 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.

## **Referral for an Education, Health and Care Plan**

If a child has 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 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 Plans will combine information from a variety of sources including:

- The child
- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

A decision will be made by a group of people which may include representatives 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.

## **Education, Health and Care Plans [EHC Plan]**

1. Following Statutory Assessment, an EHC Plan will be provided by Surrey 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.
2. 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.
3. 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.

Further information about EHC Plans can found in Surrey County Council's Guide to SEND 14:

[http://new.surreycc.gov.uk/\\_data/assets/pdf\\_file/0020/16850/Guide-to-Surrey-SEND.pdf](http://new.surreycc.gov.uk/_data/assets/pdf_file/0020/16850/Guide-to-Surrey-SEND.pdf)

### **SECTION 5: SUPPORTING PUPILS AND FAMILIES**

Further information for families includes:

- The LA local offer - <https://www.surreysendlo.co.uk/>
- Our school offer – <https://primarysite-prod.s3.amazonaws.com/uploads/f9c89ed66ca440288e6ff1624ebf88d7/3b57/SpecialEducationNeedsPolicyWavesofIntervention.pdf>
- SEN Information Report - <https://primarysite-prod.s3.amazonaws.com/uploads/bb35feeadbc045da88a5b4fa790d557d/0d5c/SpecialEducationalNeedspolicyAppendix%28Q%26A%29.pdf>
- Access to our Family Support Worker who is able to signpost families to other agencies for support

Our mainstream admissions arrangements can be found on the school website.

<http://www.hollylodgeprimary.co.uk/admissions/>

Prior to transition to our school there is close liaison with feeder preschools, and opportunities for parents and children to have extra visits as necessary.

At the end of Key Stage 2 a similar process occurs with secondary schools. If we have particular concerns about the vulnerability of some children regarding transfer to secondary school, we are able to access support from local Authority Specialised Teachers who can put into place a transition programme.

### **SECTION 6: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

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 a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

As an inclusive school we work with families and other agencies to support any pupil with medical conditions.

### **SECTION 7: MONITORING AND EVALUATION OF SEND**

The SENCo and Senior Leadership Team regularly and carefully monitor, review and evaluate the quality of SEN provision by:

- Analysing pupil progress data
- Analysing the work in pupil's books.
- Tracking the impact of individual interventions
- Observing classroom practice

- Liaising with professionals from other agencies
- Talking to pupils, staff and parents.

The progress and attainment of children receiving SEN support is reported to Governors in the Children, Learning and Resources committee.

### **SECTION 8: TRAINING**

- CPD may include whole staff INSET delivered by LA consultants in school, training courses offered by the LA, local teaching schools and special schools and national conferences.
- The SENCo regularly attends both the Kite Academy SENCo network meetings and the Local Authority (LA) SENCo network meetings in order to keep up to date with local and national updates in SEN.

### **SECTION 9: REVIEWING THE POLICY**

This policy will be reviewed annually.

### **SECTION 10: RELATED POLICIES**

To be read alongside the following school policies:

Anti Bullying

Behaviour

Equality Statement

Safeguarding

Medical Plan