



Holbrook Primary School

Holbrook Primary School Special Educational Needs Policy Statement

Date: September 2014
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Reviewed: September 2023

Vision

At Holbrook Primary our vision for Children with Send is;



Holbrook Vision For Children With SEND Our Journey to Success, Working Together to be the BEST

At Holbrook we believe that all children are entitled to a high-quality education, that we tailor to meet the needs of each individual.

At Holbrook we focus on inclusive practices and removing barriers to children's learning ensuring that all children are ENGAGED and ENTHUSIASTIC about their learning and that of OTHERS, PARTICIPATING with each other and enjoying being a part of Holbrook

At Holbrook we believe in DEMOCRACY, sharing opinions and the exciting things that they are learning about or experiencing in school and in the community. We value both the child's and parents' opinions and ensure they are part of all decision making.

At Holbrook we aim to provide high quality provision to meet the needs of all children enabling them to BELIEVE in themselves and in others and to have PRIDE in all that they do.

At Holbrook we believe in INDIVIDUAL LIBERTY and ensure we consider the VIEWS of children, young people and their families.

At Holbrook we believe in RESPECT and TOLERANCE to those around us, celebrating the HERITAGE and DIVERSITY that is part of the Holbrook community.

At Holbrook we collaborate with partners in education, health and social care to provide support to our children and identify their needs as soon as possible.

At Holbrook we aim to help prepare children for the next stage in their journey.

Aim

It is the aim of Holbrook Primary school to ensure that every child is supported in aiming for the highest personal achievement. To achieve this, it is essential that the whole school staff has a shared understanding of what the term special educational need means.

Definition of Special Educational Needs or Disability

'A pupil has Special Educational Needs or Disability (SENDD) 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.'

Code of Practice: September 2014

Statutory Requirements

This policy aims to fulfil the requirements of the Education ACT (1996), The Special Educational Needs and Disability (SENDD) Code of Practice (2014), and the Special Educational Needs and Disability Act (2001)

Context

Holbrook Primary School is a school for children aged from 3 to 11 years, administered by Coventry Local Education Authority. The school has a nursery with 52 places for children who are aged 3. The school is three form entry. The children come from a variety of ethnic backgrounds and bring many languages and cultures to the school. The school has a large, friendly and committed staff of teachers, learning mentors, education assistants and bilingual assistants to meet the needs of all.

Intent

At Holbrook we believe in the development of the whole child while considering their individual needs and starting points. Non-classed based staff are available to support pupils at all points of the day depending on their needs. We encourage all pupils, whatever their starting point and individual need to set their aspirations high and always aim to do their BEST. Pupils with individual needs are identified early through a robust referral system that has been embedded over time. Through this system, collaboration occurs with the SEND team, allowing support from agencies to be put in place as soon as possible so that little time is lost. At the point of planning the curriculum is adapted to meet children's individual needs and appropriate scaffolding, resources and support are put in place to enable them to be successful in their learning and to achieve to the best of their ability and make progress. Parents and carers are involved at all points and supported well to help support them to support their children at home. All pupils whatever their needs are encouraged to participate in all aspects of school life with reasonable adjustments put in place to facilitate this. This may be additional support to allow access, adjustments to the premises, scaffolding to support learning or individually planned intervention to support a more personalised curriculum.

Objectives

At Holbrook Primary School we will endeavour to provide an inclusive environment for children to learn, in which:

- All children are valued as individuals and included fully in the life of the school.
- Access is supported by differentiation and/or provision maps, allocating extra support to an individual or group according to set criteria and the availability of resources.
- Children develop self-esteem through positive reinforcement and using assessment procedures to identify any learning difficulties.
- Home languages are celebrated and opportunities to talk and learn in languages other than English are an integral part of school life.
- We work closely with parents, sharing information on their children's progress, their individual needs and how we can support them and their children.
- We continuously assess, appraise and develop our ways of working to provide the highest quality of provision for all our children with the resources available
- We facilitate a pupil's learning by identifying his or her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum and the school curriculum as a whole, taking account of the fundamental principles of the revised Code of Practice (see below).
- We respond to particular pupil's needs flexibly according to the nature of their difficulties
- We support pupils' learning without making them feel different or inferior to their peers
- Each pupil is enabled to become a confident and independent learner

Fundamental Principles

- A child with special educational needs should have their needs met
- The special educational needs of children will normally be met in mainstream schools or settings
- The views of the child should be met and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum

Co-ordination of Educational Provision for pupils with SEND

The SENCO will:

Manage the day to day operation of this policy.

Identify the pattern of need across the school.

Establish the most cost-effective way of meeting those needs.

Ensure that SEND provision for pupils is in place allocating support to pupils or groups of pupils including those with statements of special educational need or Education, Health and Care Plans (EHC Plan).

Work with year leaders, class teachers and support staff to identify and target those children whose progress is causing concern.

Report on the effectiveness of provision to the senior management team and through them to governors.

Keep abreast of new developments and share good practice with teachers.

Manage arrangements for monitoring, reviewing and evaluating the effectiveness of the school's provision for SEND.

Ensure that support staff, including teaching assistants, work within the framework of school policy and practice.

Liaise with outside agencies in order to provide access to services required to fulfil the needs of the children.

E.g. Speech and Language, Occupational Therapy, Audiology, CAMHS, etc.

The Deputy Head for Inclusion will:

Manage the work of the SENCO

Allocate a budget to support the teaching of children with special educational needs.

Include an action plan for special needs in the School Improvement Plan.

Identify resources for SEND.

Plan with the SENCO to ensure that resources are used to support pupils in the most efficient, effective and equitable way.

Set the overall school policy for Inclusion

Decide whether to put pupils forward for statutory assessment, in consultation with parents/carers.

Class teachers will:

Identify pupils experiencing difficulties

Discuss pupils with SEND with the SENCO and parents/carers

Write and review additional provision plans for pupils identified as requiring SEN Support

Contribute to planning and provision to meet identified needs

Make every effort to ensure that the child has full access to the whole curriculum and is an integral part of everyday school life

Contribute to monitoring and review procedures

Seek to meet SEND within the overall framework of Inclusion in the school.

Governors will:

Receive regular updates on progress and attainment through the Performance and Standards Committee chaired by Ruth Westbrook

Report on the effectiveness of the SEND policy in their annual report to parents

Use their best endeavours to ensure that pupils' special educational needs and disabilities are identified and provided for

Ensure that the school has effective procedures for ensuring that parents/carers are informed when special educational provision is made for pupils

Admission Arrangements

Foundation Stage

Nursery

- A team including a teacher, a bilingual EA (if needed) and the SENCo make visits and meet children and parents/carers before admission to the nursery, opening the door for any concerns or anxieties to be shared.
- Any involvement with other agencies is followed up and records sought.

Reception

- Parents and carers have a meeting with the head teacher or senior staff to discuss any factors, which may influence their child's integration into school. This is an opportunity for information-sharing concerns to be raised family factors etc.
- If the child has been in the Nursery or in another setting, records are passed on and consultation with staff and parents take place

Key Stages 1 and 2

Holbrook has a significant number of transient pupils; when children with SEND arrive in school the class teacher in co-operation with support teachers will:

- Review records and information from previous school
- Undertake a range of assessments to identify children with SEND and establish their strengths and areas of difficulty.
- Review any existing additional provision plans in consultation with the pupil's parents/carers.
- Discuss the placement of the pupils on the school's SEND register with parents/carers.
- Make sure that information about the pupil's learning needs is passed on to appropriate school staff.
- Ensure that appropriate provision is in place as soon as possible.

Identification, Assessment, Monitoring and Review Procedures

We believe that all teachers are teachers of pupils with special educational needs and disability.

Wherever possible children whose home language is not English will have opportunities provided for their learning needs to be assessed in their home language. (See policy on English as an Additional Language)

Special Needs provision will be provided wherever possible alongside other children taking account of:

- The child's needs
- The wishes of parents/carers
- Resources available to school
- The efficient education of other pupils in the school

The Graduated Approach

Where a pupil is identified as having a special educational need or disability, school will take action to remove barriers to learning and put effective special educational provision into place by:

- Providing a differentiated curriculum
- Writing an SEN Support Plan
- Use of additional provision plans
- Progress is reviewed half termly through pupil progress meetings in consultation with year leader and SLT

- Progress against targets on SEN support plan are reviewed termly with parents.

SEN Support Plans

Children on the SEN register will have a SEN Support plan. This document will capture the views of the child, their parents and school staff. The SEN Support plan will detail the long term outcomes, short term targets and current interventions and provision. SEN Support plans will be reviewed with parents each term and new targets set in consultation with all stakeholders.

If at review there is insufficient progress on the part of the pupil, or if the SENCO believes the nature of the pupil's difficulties requires such action. The school may:

- Seek the involvement of external agencies
- Continue to work closely with parents
- Continue to keep the pupil's progress under regular review
- Through a regular review process, it will be decided with the SENCO, parent and class teacher if a child will remain on the SEND register, come off the SEND register or be considered for an EHC Plan

During regular reviews with parents, it may be decided that a pupil is ready to come off the SEND register particularly if reviews and pupil tracking systems reveal satisfactory progress and appropriate levels of attainment. Should they no longer require '*provision different from or additional to that normally available to pupils of the same age*' (SEN Code of Practice) children will be removed from the register and receive support through differentiated lesson planning.

EHC Plans

The production of a Educational Health Care Plan (EHCP) is organised by Coventry Local Authority, in close liaison with the school and the pupil's parents/carers. The provision set out in a pupil's statement or EHC Plan will be closely monitored by the SENCO and reviewed annually. Parents/carers will be invited to contribute to the review and attend the review meeting.

Assessment

The SENCO will refer pupils with special educational needs to the Social, Emotional and Mental Health and Learning team or the Educational Psychology Service, or other relevant external agencies. Such referrals should always be agreed first with parents/carers.

Pupils are entitled to forms of assessment which are appropriate and recognise their achievement

Pupil Participation

It is the belief of Holbrook school that pupils should be involved in their own learning and as such staff will talk to pupils about their own perceptions and feelings in respect of achievements made and progress. This will feed into the SEN Support Plans.

Monitoring

The SENCO will monitor pupil progress half termly. Regular team meetings of support staff including teachers and educational assistants will take place weekly. The SENCO will report on pupil progress to the head teacher and the senior leadership team. Governors will receive annual reports through the head teacher.

Use of external agencies and support services

External agencies will be used to provide advice and INSET especially in respect of specific needs as they arise within the school. External agencies will be used to identify specific targets for pupils in line with the school's procedures. Planning meetings will be held termly to agree a programme of work with the Educational Psychology Service, Complex Communication Team, Speech and Language Service, and Social, Emotional and Mental Health and Learning Team. Regular liaison takes place with Area Health professionals to access the following services:

- Speech and Language Therapy
- Occupational Therapy
- Child and Adolescent Mental Health Service
- Social Services
- Physiotherapy
- Sensory Support Service
- Audiologist (accessed through school nurse)
- Physiotherapy

Success Criteria

- Identified teaching time and support from Educational Assistants is detailed and matched to the learning needs of the child.
- Pupils with SEND continue to attain specified levels in National Curriculum assessments.
- Individual/group progress in reading, writing and numeracy is in line with targets set by class teachers and support staff.
- There are a number of planned programmes of intervention and support throughout the school.
- Teachers' records include information on special educational needs of pupils in their class.
- Planning shows evidence of differentiation for pupils with SEND.
- Support given by SENCO to staff and INSET time allocated to staff development with reference to SEND.
- An increasing proportion of parents/carers attend and contribute to reviews and consultations.
- Class teachers have a digital Special Educational Needs file which identifies those pupils in their class who require intervention and necessary paperwork is in place – provision maps, reviews, reports.
- External agencies are involved at the appropriate stage and their recommendations are acted upon and incorporated into the curriculum
- Children are motivated and confident and are making measurable progress
- At Holbrook we believe that a good working relationship between home and school is fundamental in the success for the pupil.