

Harrold Primary Academy

Special Education Needs and Disability Policy

SEND Lead: Sharon White

Sharnbrook Academy Federation is strongly committed to inclusive education across all its schools. This policy explains the approach to Special Educational Need (SEN) and disability within Harrold Primary School. The core aims and objectives will be the same across each school within the Federation, but implementation will be tailored to the student needs within each school.

1.0 What does SEN mean?

A Student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A student 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 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

Please see Appendix 1 for further definitions and the acronyms used in this policy.

1.1 SEN Code of Practice

The school must follow the SEN Code of Practice 2014. Some aspects of the Code are obligatory whilst others are discretionary. The Code is a detailed framework. This policy explains the principles the school will work to and gives an outline of the procedure and support available. It should be read in conjunction with the school's SEN information report which is published on the school's website.

The school must:

- Endeavour to make sure that a Student with SEN gets the support they need – this means we must do all we can to meet a student's SEN
- Ensure that students with SEN engage in the activities of the school alongside students who do not have SEN
- Designate a teacher to be responsible for coordinating SEN provision (SENCO)
- Inform parents when they are making special educational provision for a student

- Prepare a SEN information report and their arrangements for the admission of disabled students, the steps taken to prevent disabled students being treated less favourably than others, the facilities provided to enable access to the school for disabled students and its accessibility plan showing how access is planned to be improved over time.

1.2 The Aims of this policy are:

- That students achieve their best.
- That students become confident individuals fulfilling their lives.
- That students make a successful transition, depending on their age, whether from their previous school or to the next stage of their compulsory education or into adulthood, whether into employment, further or higher education or training.
- That the school will use all resources appropriately and effectively.
- That all students have full access to a broad and balanced curriculum.
- That there is a whole school approach to SEN and disability with a close partnership between school, the students, home and all relevant agencies.
- That learning experiences enable students to reach their full potential, including quality first teaching and personalised differentiation.
- To create a positive atmosphere wherein students can develop confidence and self-respect.
- To ensure students and staff receive specialist support, as appropriate.

These aims are all underpinned by an individual provision map.

1.3 Objectives

- To ensure all practice and procedures within the Federation in relation to SEN fully comply with the SEN Code of Practice and relevant legislation.
- To identify students with SEN and disabilities as early as possible.
- To hear the voice of the student and their family so that both are active partners in building and implementing the support needed by the student. Parents and students are invited to complete reflection sheets when end of year reports are available.
- To remove barriers to learning so that appropriate outcomes can be achieved.
- To ensure classroom teachers are informed of a student's needs and deliver high quality teaching targeted at a student's area of weakness using personalised provision maps.
- To monitor and review progress termly of students with SEN.
- To communicate regularly with parents and students regarding their progress.
- To involve outside agencies to provide the necessary support for students.
- To advise on strategies to develop competency in basic skills where appropriate.
- To work collaboratively within the Federation and outside to support the Local Offer.

2.0 Equality Act 2010

The Federation and the school are very mindful of their duties and responsibilities under the Equality Act 2010 and are fully committed to both avoiding discrimination and promoting equality for all students. Further details are set out in the SAF's Equality policy. We seek to ensure that wherever

possible any student with Special Education Needs or a disability joins in the activities of the school, together with those who do not have a special educational need or disability.

Disability is defined in the Appendix. Students with a disability will not necessarily have SEN but there is a significant overlap between students with disabilities and with SEN. Where a disabled student requires special educational provision, they will be covered by the SEN definition.

Under the Act, all schools must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. The school takes appropriate advice from any relevant professional or charitable bodies associated with a particular need or disability. These duties are anticipatory, and as a result all schools consider what disabled students might require and what adjustments might need to be made to prevent disadvantage.

In addition, all schools are subject to the Public Sector Equality duty.

3.0 Identification

Our aim is to know individuals well and to help them reach their full potential. We do this through careful personalisation of the curriculum opportunities offered and support programmes that may be required. We want to develop each student as a whole person with the skills and competencies necessary for his or her future life roles.

3.1 Each school will endeavour to identify and respond to SEN at the earliest opportunity. Students with special educational needs and disabilities will be identified in a variety of ways. These may include:

- Assessment of a student's skills and levels of attainment on entry, in the form of an Early Years baseline;
- Assessment on entry of whether a student has a disability under the Equality Act and if so what reasonable adjustments may need to be made;
- Information supplied by the student's predecessor school;
- Information supplied by parents, a doctor or other agency;
- Students not making the expected level of progress in their learning. All students are assessed at least termly. This could mean the student's progress is considerably slower than that of their peers, starting from the same baseline; it could mean that rates of progress slow down over time.
- Students not making progress in areas other than learning and attainment such as forming friendships and developing social skills to make a successful transition into adult life.

3.2 Types of Need

The Code of Practice defines four broad areas of SEN. These are:

Communication and interaction – this will include students who have speech, language and communication needs and have difficulty in communicating with others. This also includes students for whom social interaction is difficult.

Cognition and Learning – this description applies to students whose learning difficulties mean that they learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties covers a wide range of needs. They can be specific such as dyslexia, dyscalculia and dyspraxia or cover all areas of learning.

Social emotional and mental health difficulties – this will include disorders such as attention deficit disorder as well social and emotional difficulties which can manifest themselves in different ways

Sensory and/or physical needs – this covers students who require special educational provision because they have a disability which prevents or hinders them from making full use of the educational facilities generally provided within a school.

3.3 Assessment of and graduated response to SEN

When a student is identified as having SEN, that need will be defined and recorded together with the response and support needed. Intervention and support for a student will vary according to need and severity and for the individual student may vary over time. The school adopts the following graduated approach in accordance with the Code of Practice where a student has SEN. They will be in one of waves 1, 2 or 3 or have an EHCP. Students may move between waves or to an EHCP.

Wave 1	Quality First Teaching – personalised differentiation within the classroom. This is teaching targeted at a student’s area of weakness. (Class teacher) and takes places regardless of whether the particular weakness is SEN
Wave 2	Intervention within the classroom under the control of the class teacher – catch-ups but not necessarily SEN pupils. (interventions may be delivered by teaching assistants)
Wave 3	Where pupils have not made enough or sufficient progress from wave 2. All wave 3 pupils are considered as SEN.
Education, Health and Care Plan (EHCP)	<p>The EHCP will, over time, replace the Statement of SEN. There will be a graduated conversion from the statement to the EHC plans. The Local Authority have until 2017 to make these changes.</p> <p>An EHC Plan will be considered where despite having taken relevant and purposeful action to identify, assess and meet the SEN of the student, expected progress has not been made. The procedure for this is in the Code of Practice and will be explained to parents where the school feels this is an appropriate course of action. A parent may also request an EHCP.</p> <p>EHCPs are evidence / outcome-based rather than through specific allocated hours.</p>

3.4 Recording

The SENCO compiles a register of students. A recording system for all students on the Register is in operation incorporating provision mapping, where issued. An example of a provision map is shown in Appendix 2. All staff are required to have an up to date knowledge of the register.

3.5 Monitoring

Students' progress is regularly monitored and reviewed involving staff, students and parents. Where necessary this will include external agencies.

The four step cycle shown in the diagram below shows the whole school approach to identifying and responding to SEN.



- Assess – this includes a clear analysis of the student's needs. This is repeated as the student moves through the school to ensure support and intervention are matched to need.
- Plan - the class or subject teacher and SENCO, in consultation with the parents and student, will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- Do – the class teacher remains responsible for working with the student daily, supported by the SENCO, teaching assistants or specialist staff as appropriate.
- Review – the effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date.

The cycle is then repeated. The progress of all students is reviewed at least termly.

Input from parents and the student concerned is a critical part of this cycle. Specialist and/or external agency involvement will happen as appropriate, according to need.

4.0 Managing Pupils Needs on the SEND register

SEN support includes the planning and preparation for the transition to the next phase of education and preparation for adult life. Information will be shared with other schools, colleges or settings and, as part of the planning process, the school will discuss this with the parents and the student.

4.1 Examinations Access Arrangements

Where appropriate students can be assessed for Key Stage 2 SAT access arrangements including a reader, writer and extra time. The relevant application will be made by the Principal.

4.2 Training and Resources

As part of the in-house CPD programme, we ask staff to audit their knowledge and identify areas for development, including training to specifically support SEND students.

5.0 Roles and Responsibilities

5.1 Governing Body

The Sharnbrook Academy Federation Governing Body is accountable for ensuring that each school within the Federation meets its statutory responsibilities. SEN is one of these.

There is a Local Governing Body (LGB) for each school. The LGB will review the progress of all students in their school at certain points throughout the academic year. This will include the progress made by SEN students generally and specifically the progress SEN students make in comparison to students who do not have SEN. Wherever possible the LGB will appoint one of its members to have an oversight of SEN and that member will meet regularly with the SENCO.

5.2 Staff

5.2.1 Principal – overall responsibility for SEN in the school

5.2.2 Special Educational Needs Co-ordinator (SENCO)

The school will have a SENCO. This member of staff will be a qualified teacher and hold the National Award as required by the Code of Practice within three years of taking on the post as SENCO.

Key aspects of the role will include:

- Strategic development of SEN policy and provision in the school.
- Day to day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual students with SEN, including those with EHC plans.
- Providing professional guidance to colleagues, working closely with staff, parents and other agencies.
- Knowledge of the Local Offer.
- Liaising with the relevant Designated Teacher where a looked after student has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising as appropriate with other educational providers, external professionals and independent and voluntary bodies.
- Being the key point of contact with external agencies, particularly the Local Authority, which is processed through the completion of an Early Help Assessment (EHA).
- Liaising with other organisations to ensure students and parents are informed about options on transition are understood and planned.
- Working with the school and the LGB to ensure that the school meets its responsibilities under the Equality Act regarding reasonable adjustments and access arrangements.
- Ensuring all staff are kept fully up to date regarding SEN pupils.
- Ensuring that the school keeps the records of all students with SEN up to date.
- Contributing to in-service training for staff, liaising and working with parents / carer of children with SEN.

5.2.3 Class teacher

The Code of Practice states that the class/subject teacher should remain responsible for working with the student who has SEN and be accountable for their progress and development. This is reflected in the school's performance management arrangements and CPD programme.

5.2.4 Higher Level Teaching Assistant

When in role the Higher Level Teaching Assistants work in the same way as teaching assistants but are also responsible for:

- Delivering lessons to small groups or one to one
- Leading good practice for teaching assistants,

- Oversight of intervention measures of impact for pupil progress.
- Championing vulnerable students in the subject are they are linked to (English, maths, science, Core Support)

5.2.5 Teaching Assistant

Teaching Assistants work closely with and support class teachers in the early recognition, assessment and testing of children. The team works in partnership with the student, parent, staff and any relevant outside agency.

The Teaching Assistants work to and receive instruction from the relevant member of the Senior Leadership Team, class teacher and SENCO and are responsible for:

- Helping students to cope with broad-based curriculum and to make progress through the National Curriculum.
- Supporting the pupil by drawing on knowledge of various forms of SEN.
- Developing an understanding of the specific needs of the students concerned.
- Taking into account the SEN involved, aiding the students concerned to learn as effectively as possible both in group situations and on his/her own by:
 - Clarifying and explaining instruction; particularly external and internal assessments;
 - Providing additional encouragement and praise to promote self-esteem, motivation and concentration;
 - Giving access to appropriate resources and encouraging independent use;
 - Testing, assessing and reviewing the needs of the individual child;
 - Setting achievable targets in a 'small steps' approach;
 - Ensuring the child can use equipment and materials provided;
 - Motivating and encouraging pupils as required;
 - Assisting in weak areas; e.g. language, behaviour, reading, spelling, handwriting/presentation etc.;
 - Offering counselling when needed;
 - Helping pupils to concentrate on finishing the work set.

When assisting in support and integration of SEN pupils in areas of mainstream school, the teaching assistants will:

Meet physical needs as required whilst encouraging independence.

- Establish a supportive relationship with the students concerned
- Encourage acceptance and integration of the student with SEN
- Develop methods of promoting/reinforcing students' self-esteem

When supporting the class teacher, the teaching assistants will:

- Assist, with class/subject teacher input (and other professionals as appropriate), in the development of a suitable programme of support for students with SEN
- Participate in the evaluation of the support programme by maintaining records
- Provide regular feedback about the student to the teacher

Generally the teaching assistants will:

- Liaise, advise and consult with other members of the team supporting the students
- Where appropriate develop a relationship to foster home/school links
- Contribute to reviews of the student's progress
- Attend relevant in-service training
- Be aware of school procedures

6. External Agencies

The school can access a range of services to support a student. This will include, for example, the education psychology service and the school nurse. We also have staff who can both provide support and recommend external providers.

7. Parents

Support from parents is instrumental in ensuring that the right interventions are used. The school will work closely with parents in both identifying SEN and putting in place the appropriate support.

Parents are asked and encouraged to:

- Talk to their children about the learning;
- To contact the class tutor with any initial concerns regarding their child's learning or rate of progress;
- Where techniques or support strategies have been identified as appropriate to be used at home, use their best endeavours to make sure that these take place;
- Look at the information and data sent home with their child;
- Attend parents' consultation and academic tutor appointments, preferably with their child;
- To contact the SENCO with concerns and questions regarding their child's SEN;
- Take part in SEN meetings for their child.

8.0 School communication with parents

The school firmly believes that working closely with parents is vital and this is underlined by the duties in the Code of Practice. The parent consultation evenings are a key part of this process.

In addition, where a student has SEN, parents will be contacted:

- If the school feels the student has SEN.
- Before review meetings, with sufficient information to enable them to fully take part.
- If the school feels specialist support should be sought.
- If the school feels that an EHC plan should be requested.

Parents are also encouraged to look at the SEN information report which is on the school website.

8.3 Dealing with complaints

Please see the policy which is available through our website:

<https://www.saf.org.uk/assets/Policies/SAF-Complaints-Policy.dot.pdf>

8.4 Anti-Bullying

Please see the policy which is available through our website: <https://www.saf.org.uk/assets/Policies/SAF-Anti-Bullying-Policy-Nov-2016.pdf>

9.0 Reviewing the policy

This policy is reviewed by the Local Governing Body each year.

Legal Status	Statutory
Approved by	Principal
Date	November 2018
Next review	Annual
Further information	Tracy McDonagh, Clerk to the Governors.

Appendix 1

Definitions/Acronyms

Disability: The Equality Act 2010 defines a disability as: person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Education Health and Care Plan (EHC plan): An EHC Plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies

Local Offer: local authorities in England are required to set out in their Local offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care plans. Local Authorities must consult locally on what provision the Local Offer should contain.

Provision Maps: Provision mapping replaces the Individual Educational Plans. A provision map demonstrates the provision and targets as well as the learning journey outcomes in one document. This document is evidence based.

SEN: Special Education Needs

SENCO: Special Educational Needs Co-Ordinator, a qualified teacher in a school who has responsibility for co-ordinating SEN provision.

SEN Code of Practice: Special educational needs and disability code of practice: 0-25 years published by the Departments for Education and Health, being statutory guidance for organisations who work with young people with special educational needs and disabilities

SEN Statement: A statement of special education needs describes your child's needs and how they should be met, including what school they should go to. These were part of the framework for the previous SEN Code of practice. Where required, students with a SEN statement will be moved across to an EHC by 2018

Appendix 2

Example of a provision map

Name:			
Year/Form			
Individual need:			
School aware of:			
Comment		Strategy for Support	
SEN AREA OF NEED (Cognition and learning, Emotional Social and behavioural, Communication and Physical and sensory)			

INDIVIDUAL EDUCATION PLAN						
Objective	PROVISION	HOW	WHO?	WHEN?	TARGETS	OUTCOME
1.						
2.						
3.						