



Sidmouth Primary School

**SEN Policy and Information
Sidmouth Primary School
Sidmouth Street
HULL HU5 2JY**

**Member of Staff Responsible & Role: Mrs Sara Moore,
Inclusion Manager & PGCE in Inclusive Education**

Date of Original Policy: 29 November 2018

Date of Next Review: 29 November 2021

Mission Statement:

Each individual should achieve his or her potential.

Definition of Special Educational Needs (SEN)

“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:

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

SEN Code of Practice 2014

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

1. Special Educational Needs for Which Provision is Made

Sidmouth Primary currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).

2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with all of the above, with the exception of PMLD, VI and MSI, but especially ASD, SLCN and SpLD.

2. Policies for the identification and assessment of pupils with SEN.

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. Class teachers use the result of standardised tests completed by children yearly to identify any additional needs children may have.

If a pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs, if this is the case the following will happen

a) The Class teacher will

- Provide quality first teaching which caters to the needs of their class
- make observations and keep records of differentiation
- consider all possible causes for under achievement not just SEN
- monitor the effectiveness of any interventions
- highlights concerns have discussions with the Inclusion Manager and parents, speak with children and support staff

b) The Inclusion Manager will

- makes termly classroom observations and have discussions with all class teachers
- consider the past progress and achievement of individual children
- consider the success of any previous support/intervention strategies completed by individual children

- consider all possible causes for under achievement not just SEN
 - monitor the effectiveness of any interventions
 - carry out standardised testing
 - speak to parents and pupils
 - identify and provide CPD for staff
- c) Pupils who continue to make less than adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, CAMHS and Speech and Language Therapy Services.
- d) Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty.

3. Policies for making provision for pupils with SEN

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

- a) The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by class teachers in collaboration with parents, the Inclusion Manager and the pupils themselves.
- b) Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a 10 weekly basis in all their subjects in line with the whole school policy of assessment of progress. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.
- c) The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at Sidmouth Primary are:
- (i) use of specific aids to learning e.g. coloured overlays for children with dyslexia
 - (ii) use of visual supports e.g. timetables
 - (iii) delivery of programmes provided by Specialists e.g. Speech and language/IPASS
 - (iv) small group work as part of a specific programme e.g. RWInc catch up, Reading Plus, Lexia

- (v) use of specific strategies devised in consultation with parents
 - (vi) in class support, where a teaching assistant may support one or more children to understand the content of the lesson.
 - (vii) one to one withdrawal, where there may be a targeted support in their area of need e.g. Precision teaching,
- d) Additional support for pupils with SEN is provided in the form of:
- (i) Social skills groups e.g. Time to talk/Socially speaking where appropriate, Lego Therapy, ELSA support
 - (ii) Messy Play, Turn-Taking, and writing (fine motor skills)
 - (iii) Pre and post teaching
- e) Lunch time clubs are offered covering a variety of activities for all pupils, but especially for pupils who find unstructured time difficult to manage. For some pupils, in a small number of cases, it may be necessary to provide supervision during unstructured times.
- A variety of Inclusion sports activities are held throughout the school year and pupils with special educational needs are encouraged to participate. Such pupils also take part in regular extra-curricular activities, for example school productions.
- f) Additional support is provided for pupils requiring emotional and social development in the form of social skills groups, a pastoral system that operates for all pupils in the school including those with special educational needs. Further support groups are available as they may be required.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is: Mrs Sara Moore
 Deputy SENDCo Miss R Hyde
 Contact Telephone number: 01482 441152
 Email: moores@yhclt.net

They will:

- Work with the Head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head teacher

The Head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEN policy

5. Expertise and training of staff in relation to children and young people with special educational needs

Mrs Moore holds a PGCE in Inclusive Education and Miss Fletcher holds the SENDCo Qualification

- Staff training is ongoing through Inset days, staff meetings and courses provide by the local authority.
- Current staff have been trained in TEAM teach, safeguarding children, Health and safety, ACES and the majority have worked through the Understanding Neurodiversity, Mental health for children, Precision teaching and Paired reading.
- Some staff have received more specialized training regarding supporting children with Down's Syndrome and Autism, as well as the use of Communication Aids (PECs), Physiotherapy and Makaton and British sign language.
- Other staff have been trained to deliver special programs for reading and writing.
- The school has also had access to a visiting teacher for Hearing Impaired children who use hearing aids and hands on training and advice from IPASS and Speech and Language Therapist.

6. Equipment and facilities to support children and young people with special educational needs.

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs.

7. Arrangements for consulting parents of children with special educational needs about the education of their child.

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss with the class teacher the needs of their child in

the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) liaison with the class teacher informally
- b) termly parents evenings when advice and support in helping their child at home can be given
- c) a formal review of their child's progress with the Inclusion Manager and/or class teacher

During these meetings/discussions, a 'person centered approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

8. Arrangements for consulting young people with special educational needs about their education.

- a) The child/young person is involved (as is appropriate) at every stage of the assess, plan, do review process:-
 - (i) At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
 - (ii) Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regards their likes, interests, dislikes and difficulties.
 - (iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
 - (iv) Any documentation used as a part of the agreed provision will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.
- b) The child is able to discuss any aspect of their provision in a number of ways:-
 - (i) informally with their class teacher on a regular basis

- (ii) where appropriate, the child will attend a more formal meeting to review their progress and provision
- (iii) a child may contribute to this meeting either by attending in person or by providing written input

During these discussions/meetings a 'person centered approach' allows for professionals and parents/carers and the child to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.

Complaints about SEN provision within the school are first dealt with by the Inclusion Manager during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs.

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language Support Agency
- ASD Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Children's Centres
- CAHMS for Mental Health Needs
- Rowan Centre – Home Education Support
- Echoes
- Kids – Parent Partnership

- School Nursing Team
- Whitehouse Unit
- Cruze / Dove House Bereavement Support Team
- Sibling Support Services – Barnardo’s
- Northcott Outreach Service
- Ganton and Tweendykes Outreach Services
- Police
- Early Help Team
- Headstart

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

All contact details are detailed in the links provided in the Hull Authority Local Offer.

12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 -> Higher Education/College -> Independent Living.

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special

school placement should be made early in Year 5 or year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/ programmes and /or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with a Statement of Special Educational Need / Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.

13. Information on where the local authority's offer is published.

<http://www.hullcc.gov.uk>