

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy should read alongside our 'Local Offer' on the school website.

Introduction

Harlyn Primary School is a mainstream school, which values the abilities and achievements of all children and is committed to providing the best possible environment for learning and ensuring that all children make progress. We aim to provide a safe, secure, happy and caring environment, where all our children are encouraged to aspire and participate fully in school life.

This SEND policy has been reviewed to take account of changes in arrangements for children with special educational needs, and for it to meet the requirements of the Special Educational Needs Code and Disability Code of Practice: 0-25 years (DfE, 2014)

Our SEND Policy works alongside and in conjunction with our school Special Education Needs and Disability Information Report and our Local Offer.

Definition of SEND

A child or young person has special educational needs if they have a learning difficulty or disability, which calls for a special educational provision to be made for them. The special educational provision is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

- a) Learning difficulty -if the child has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Disability -which prevents or hinders the child from making use of the educational facilities generally provided for children of the same age in mainstream schools within the area of the Local Authority.
- c) The child is under compulsory school age and falls within the definition of (a) or (b) above or would do so if special educational provision was not made for them.

Our Aims and Objectives

The school recognises that some children will require additional support and resources at some time in their primary school life and we aim to cater for all children's needs.

The school has an appointed SENDCo, a SEND teacher and a SEND Governor, who are responsible for ensuring the policy is upheld and offers support to parents/carers, who are concerned about their child's progress.

We aim:

- To welcome children with special educational needs and disabilities (SEND) as part of our school community.
- To value the important role that every parent/carer has to play in the partnership between school and home and to maintain regular contact at all stages of support.
- To build on individual strengths, whilst supporting children within their areas of difficulty.
- To ensure that the needs of children are identified and assessed as early as possible and that appropriate support strategies are put in place.
- To make a range of ordinarily available provision (OAP) for all children and young

people, including those with SEND from the totality of resources available to them.

- To provide a broad and balanced curriculum that is differentiated and accessible to the individual needs of our children and allows them to achieve to their full potential.
- To educate children with SEND alongside their peers within the school curriculum, but also recognise that small group and one to one teaching within and out of the classroom may be required to meet the individual needs of the children.
- To seek advice from external agencies, as and when necessary and to provide additional support for children, staff and parents/ carers.
- To raise staff awareness of the need to differentiate effectively, in order to cater for children with special educational needs, and provide appropriate staff training as required.
- To establish criteria, monitor regularly and review children's individual needs and to maintain clear records of any action taken in line with the graduated approach – ASSESS, PLAN, DO and REVIEW.
- To regularly review provision of SEND resources, so as to inform budget and resourcing for SEND.
- To encourage high aspirations and enable children to be independent in all areas of schooling.
- To assist the Governing Body to fulfil their duties regarding provision for children with special educational needs.
- To involve children in decision making, whenever possible, about their special educational provision; embracing a child centred approach.
- To use IT resources to support the learning of children with SEND needs.
- To ensure that all staff follow the DfE Code of Practice 2014 and practice in line with the Children and Families Act 2014 Equality Act 2010

The main areas of need are considered to be:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties.
- Sensory and /or physical needs

Roles and Responsibilities

All members of our staff, together with the Governing Body and the Local Authority, have a responsibility to make sure that every child receives an education that enables them to make progress, achieve to their best potential and become confident individuals, able to live fulfilled lives and make a successful transition into adulthood, whether into employment or further higher education.

The Role of teachers

All classroom teachers are teachers of SEND and have an important role in the SEND support system.

- Ensure children feel welcome, secure and well supported to participate successfully in a broad and balanced curriculum.
- All class teachers have a duty, through effective differentiation, to meet the needs of children with additional educational needs; through Quality First Teaching and expectations within Ordinarily Available Provision.

- To work towards early intervention and gather information about any child causing concern and make an initial assessment of the child's needs in consultation with the SEND teacher or the Inclusion Manager.
- Inform parents of concerns and of any action that the school proposes to take as part of a joint discussion and agreement.
- For children to be taught in groups that allow them to access the curriculum and experience success best suited to their ability and allows for a multi sensory range of learning styles.
- To identify pupils making less than expected progress as compared with their peers.
- To regularly monitor and assess SEND children's progress following existing school practices and where appropriate their Personal Learning Plan (PLP) targets.
- To set clear targets, using a range of resources and to have high aspirations for all children.
- Meet with parents each term to share and discuss PLP targets, and how the school and home can work towards achieving the targets together.
- Complete relevant paper work and attend Annual reviews for children with Education, Health and Care Plans. Assess against the long-term outcomes set out in the EHCP and review and plan personalised short term targets in order for each child to work towards meeting their full learning potential.
- Ensure TA's, working within the class, understand the strategies and resources required to support SEND children and progress is reviewed on a regular basis.
- Monitor the success of intervention groups and discuss progress with relevant staff taking the groups.
- Request referrals for outside agency support from the SENDCo and assist with preparation of the required paper work for the referral.
- Ensure strategies advised by external agencies and specialists are incorporated to support the child's learning.

The Role of the Governing Body

- The Governing Body must fulfill their duties by having regard to the current 0-25 Years Code of Practice 2014 and the Disability Discrimination Code of Practice when carrying out their duties towards all pupils with SEND.
- Ensure that the background and details of any pupils with Special Education Needs will remain a matter of strict confidentiality.
- Be kept up to date and knowledgeable about the provision, deployment of funding, equipment and personal resources through reports from the SENDCo.
- The SEND Governor and the Governing body keep a general overview of the school's SEND provision
- Ensure the needs of the children with SEND are met by the school, along with outside agencies, as and when necessary.
- Continue to be involved in developing and monitoring the SEND policy.

The Role of the Head Teacher

- Along with the Governing Body, ensure that the policy and its related procedures and strategies are implemented.
- Ensure the staff are aware of their responsibilities under the policy and are given appropriate training and support to fulfill these responsibilities.
- Ensure the ethos of inclusion and equality will be upheld throughout the school environment.
- Keep the Governing Body well informed about SEND within the school.
- To work closely with the SENDCo.

- Ensure that the school has clear and flexible strategies for working with children and their parents and these strategies encourage parent's involvement in their child's education.

The SENDCO and the SEND teacher

Their duties are:

- Be responsible to the Head Teacher and Governing Body for overseeing and day-to-day operation of the school's Special Education Needs policy, ensuring that the policy responds to the needs of the school and its pupils.
- Coordinate the day-to-day provision for pupils with special needs.
- Advise and support teachers in the identification of Special Education Needs and provide appropriate strategies, resources and the course of action to be taken.
- To offer parents/ carers support if they have concerns about their child's progress.
- Liaise closely with parents/carers of children with SEND, so that they are aware of the strategies and interventions being used and that they feel involved in the decision-making process.
- Liaise with external agencies on behalf of the school staff, including the Educational Psychology Service, Therapy services, medical and social services, advisory staff and voluntary bodies. Arrange and attend any necessary meetings.
- Produce a meaningful system of record keeping for pupils with SEND and regularly review this system in partnership with colleagues.
- Chair and convene Annual Review meetings and assess and monitor the educational provision for pupils with an Education, Health and Care Plan.
- Follow the set procedures for identification of pupils with special educational needs.
- Ensure that new staff are fully appraised with the procedures involved in supporting pupils with special educational needs and equip all staff with relevant documents and information.
- Maintain up-to-date information of resources and strategies, available to help pupils with special needs.
- Purchase appropriate resources, as needed from the SEND budget and be responsible for organising and maintaining a stock of special needs resources, ensuring that staff are aware of them.
- Promote discussions of issues concerning pupils with special educational needs, ensuring that these pupils maintain a high priority in classroom organisation.
- Regularly monitor the policy, ensure it is upheld in the school and reviewed every two years.
- Allocate Teaching Assistant support across the school as is required.
- Contribute and arrange professional development for Teaching Assistants and arrange meetings on a regular basis.
- Ensure that appropriate Personal Learning Plans (PLP's) are in place for relevant children and that background information about children with SEND is collected, updated and reported to teachers and parents.
- Coordinate transition of pupils with SEND through year and phase transfers and to other educational settings.

The Role of SEN Teaching Assistants.

- To be fully aware of the SEND policy and the procedures for identifying, assessing and making provision for SEND children.
- To use the school's procedures for giving feed back to teachers about children and their responses to strategies and interventions.
- To take an active role with the teacher in planning the learning experiences for the children they support.

- Support differentiating the curriculum and facilitating appropriate resources for SEND children to access the curriculum.

Partnership with parents

- The school is committed to work in partnership with parents and listen to their views, consider and respond to them.
- Parents, whose children have a Personal learning Plan (PLP), will be kept informed of their child's progress and of areas for future development. Targets will be reviewed as appropriate and new targets agreed.

Training of Staff

- Inset training, relating to SEND, will be arranged for all staff and will take place regularly within the school. Staff to be encouraged to attend courses to gain understanding and develop their skills.

Identification of children with SEND

Admission Arrangements for SEND children

The school will strive to meet the needs of SEND children and has a strong commitment to Inclusion and follow the current London Borough of Hillingdon's Admissions Policy, to ensure equal opportunities for all children.

Reasonable adjustments will be made for a child, if there is evidence of a disability under the Equality Act 2010.

When a child who has special educational needs starts our school or is due to join the school, the following actions will be taken:

- The SENDCo and/or Head Teacher to meet the parents and child.
- When appropriate, the SENDCo visits the previous setting to discuss the child's needs with previous teachers/practitioners/others.
- Written information is requested from past setting/school and acted upon.
- The new class teacher will be alerted to needs and the child will be monitored in class.
- The child will have current skills and levels of attainment assessed, building on information from previous setting and key stages as appropriate.
- The child to be supported through Quality First Teaching, Ordinarily Available Provision and targeted intervention strategies to be put into place by the class teacher and supported by relevant staff, as and when appropriate.
- The child will have a new PLP written, if required, when information has been gathered.
- The child will be added to the SEND register, as and when required.

Identification within school and how concerns can be expressed

Harlyn Primary School encourages parents to discuss any concerns with appropriate staff within the school. Concerns will be acted on as soon as possible.

- When the class teacher raises concerns about a child, their progress will be closely monitored and the SENDCo and parents will be kept informed.
- Class teacher is to ensure high quality teaching and support.
- If child does not make expected progress within the classroom, a Concern Form is to be completed and discussed with the SENDCo.
- Progress is monitored and if expected progress is not made, despite classroom

interventions, the child may then receive a more targeted SEND support and be placed on the SEND register, after discussion with parents.

- If child makes sustained progress, or the concern no longer applies, the child will be removed from the SEN Register and will no longer be monitored.
- Reasons for concern may include:
 1. Poor progress as compared with their peers
 2. Outside agency support
 3. Social and emotional needs
 4. Behaviour

Graduated approach

In accordance with the SEND Code of Practice, the school adopts a graduated approach to help match special educational provision to children's needs, act to remove barriers to learning and put effective educational provision in place by making reasonable adjustments. (Code of Practice 2014)

- Quality First Teaching.
- Ordinarily Available Provision
- Highly differentiated work to suit child's levels of learning.
- Additional interventions
- Assess, plan, do, review model.
- Involve outside agencies if appropriate.

Quality First Teaching

- Teachers to use a range of strategies and resources in the classroom to meet children's special educational needs.
- Generally, children to be taught within a whole class environment, with support. There will be times however, in order to maximise learning, it will be necessary for children to work in small group situations, or in a one-to-one situation outside of the classroom to ensure that their learning needs are appropriately met.

Identification, Assessment, Recording and Reporting

Identification

- Early identification and targeted intervention for children with SEND.
- Effective support to be put in place **Assess, Plan, Do, Review – Graduated Approach.**
- Parents to be informed and included in decision- making.

Assessment

- Class teacher/SENDCo/SEND teacher assess and monitor child's progress in line with school practices.
- Further assessments and advice may be sought from outside agencies, with the permission of parents.

Recording

- Personalised Learning Plans (PLP's) to be written for children with high SEND needs and reviewed each term to monitor progress.
- Specific (SMART) targets discussed with the child/parents and set to ensure they experience success and meet their full learning potential.

- Children with PLP's will be recorded on school's SEND Register after discussion with parents.
- All SEND paper work to be stored confidentially in the class Inclusion Folder and in the SENDCo's filing cabinet.

Reporting

- The class teacher, and if appropriate the SENDCo to meet each term with parents whose children have a PLP to review progress and agree future targets. Discuss the targets with the child if appropriate.
- Annual reviews to be held for children with Education, Health and Care Plans.

SEND Support

- Applies to children in early Years Foundation Level (Nursery and Reception), Key Stage One (Year 1&2) and Key Stage Two (Years 3 to 6).
- Where a child has been identified, as not making adequate progress, the teacher, alongside the SENDCo will carry out assessments and set targets.
- Planning will be differentiated to ensure that children experience success and maintain confidence.
- The child's own views or concerns – pupil voice.
- Regular discussions with the parents about their views and experiences.
- PLP to be written.
- Advice from external support agencies.
- Regular reviews and observations to evaluate the effectiveness of the interventions.
- SEN Teaching Assistants in the classroom to support the teacher with the children's learning, 1:1 or small group sessions.
- Planning and preparation for transition between phases.

Provision may be triggered when pupils fail to achieve good progress, despite having had differentiated teaching in the mainstream school. Lack of progress is indicated when children are working at levels significantly below age expectations particularly in English and Mathematics, present with persistent emotional difficulties, sensory or physical impairments or poor communication and interaction difficulties.

Request for an Education, Health and Care Plan

- The school to take a relevant and purposeful action to identify, assess and meet the SEND needs of the child who has not made expected progress.
- The Local Authority has published specific criteria for the eligibility of an Education, Health and Care Plan. If the criteria are met, a formal assessment process of 20 weeks is initiated.
- Applications for Education Health and Care Needs Assessment (EHCNA) for pupils with complex needs will be organised and coordinated by the Inclusion Manager.

Statement of Special Educational Needs or Education Health and Care Plan

- Meetings to be convened each term for Parents/carers, class teachers and the SENDCo to review progress and set new targets for the Personal Learning Plans.
- Annual Review meetings will be held in school with parents/carers, class teacher, SENDCo, the child, if appropriate, and any external agencies involved with the care of the child.

Links with Outside Agencies –

- ASD/ADHD Centre at Eastcote
- Educational Psychology
- Hearing Impairment Service
- Visual Impairment Service
- Hillingdon Autistic Centre
- Hillingdon Parent/Carers Forum
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Special Needs Officers from the London Borough of Hillingdon

This SEND Policy will be monitored, evaluated and reviewed every two years.

Frameworks:

Children and Families Act 2014 [Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/6/contents) identifies the help children and parents can get from health care services and social care services, as well as help in education. The Special

Educational Needs Code of Practice 2014 (SEN COP)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> guides all schools in their responsibilities to include and educate all children with additional needs. It identifies the responsibilities of the Local Authority, school and class teacher and details how parents and pupils should be involved.

Hillingdon SEND service has published Ordinarily Available Provision

file:///C:/Users/Harlynhome/Downloads/Hillingdon_Ordinarily_Available_Provision%20(1).pdf

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents> details the protected characteristics that the act covers and the expectations on schools.

"Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan," published by [GOV.UK](https://www.gov.uk) in February 2023.

Further Information

Should you require further information, initially please contact your child's class teacher or the SENDCo, Sarah Tosdevin or Head teacher Simon Jones.

There is an independent body to support parents/carers - Hillingdon Special Educational Needs Disabilities Information Advice and Support Service (SENDIASS) who supporting families of children and young people with special educational needs and disabilities - [London Borough of Hillingdon - Contact details for SENDIASS.](#)