**Haslingden Primary School**

# Special Educational Needs and Disability Policy

## Definitions of Special Educational Needs

**The Code of Practice**

The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014.

**Special Educational Needs Definition**

A child or young person has SEND 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:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Or 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

## SEND Areas of Need

### 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 ASD, including Asperger's Syndrome and Autism, 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 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific Learning Difficulties 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, attention deficit hyperactive disorder 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, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

## Mission Statement

In our school we nurture helpful hands, a thoughtful mind and a kind heart so we are safe and successful learners.

## Aims

To provide a broad, balanced and enriched curriculum
To ensure all pupils have access to an appropriate curriculum
To inspire and motivate pupils to achieve their best in all that they do
To provide experiences that enable pupils to see opportunities beyond their surroundings To support pupils to learn skills for life that they can develop through high school and take into adulthood

## Policy aims

This policy aims to provide full access to the National Curriculum and encourage success and participation for all pupils, whatever their level of ability. It will set out the ethos of our school and describe the provision for pupils with special educational needs, making reference to the SEN Code of Practice 2015.

## School Ethos

The values of : **Safe, Happy, Included, Prepared** underpin our work at Haslingden Primary School.

It is recognised that pupils develop at different rates, and sometimes, in different ways. They are impacted on by a range of environmental issues. Some pupils have medical conditions that impact them. Every pupil identified with SEND is given a personalised approach and the pupils and their families are placed at the heart of identifying and supporting needs. The school strives to ensure that disadvantage and potential barriers are overcome through an approach of working together with all stakeholders. Some basic principles of our ethos are:

- Quickly and accurately identify pupils with SEND
- Accurately assess those needs
- Promote high standards of education for pupils with SEND
- Encourage pupils with SEND to participate fully in their school and community and take part in decisions about their education in the light of their age and understanding
- Monitor and appraise provision
- Work closely with parents to ensure they have knowledge of their child's entitlement within the SEND framework and are able to make their views known about how their child is educated
- Listen to the pupils' thoughts and views about their learning and work collaboratively to find the best support for them
- If pupils are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

## Responsibility for the coordination of SEND provision

The SENDCO is appointed within the school to co-ordinate all provision related to SEND. The HT and DHT in school oversee the strategic direction and development of SEND. The person must have suitable experience and expertise to undertake the role, including having the national qualification for the role. The role is strategic and they inform and advise the senior leadership team accordingly.

## The SEND Team

1/ **Strategic Leadership**- Karen Johnson- Strategic Management of SEND within school, overseeing the co-ordination of provision/ education for pupils with SEND.

2/ **SENDCo** -Alison Fowler and Alex Quinn- Coordinate the day to day provision of education for pupils with SEND

3/ **Educational Psychologist**- Dr Julie Glynn (1 visit per month)

### Educational Psychology

Educational Psychology services are provided by Acorn Psychology and by Lancashire County Council. Cases are triaged by the SENDCo and Headteacher, and pupils with the greatest levels of need are prioritised for assessments. From these assessments, Action Plans will be created and implemented within the classroom. The SENDCo works alongside Educational Psychologists on a monthly basis to make strategic decisions about provision for individuals and requests for Statutory Assessment.

### Role of the Local Authority Case Manager

The SENDCo works alongside the Local Authority Case Manager to co-ordinate requests for statutory assessment, changes to provision, and the facilitation of annual review meeting.

## SEND Procedures

Pupils in need of specific support may be identified prior to joining school via several routes including;

- Children's Social Care, Educational Psychologist (EP), Medical agencies
- Results of pre-school assessments
- Informal indications from parents
- Their previous school/nursery setting

Where needs have not been identified prior to starting school, it is the responsibility of school staff (teachers and teaching assistants, with the SENCO), working with parents and other professionals to identify any additional needs and to plan for these.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher.

The SEN Information Report and School's contribution to the local offer provides greater detail on the context of the school and the provision for pupils with SEND and should be read in conjunction with this policy

## Identification of Need

The identification of need follows the school's SEND Graduated Approach and links to the information and definitions found on page 3.

**Class teachers use the following matrix to introduce the Graduated Approach, working parents/carers and pupils.**

| Universal<br>Stage 1 Monitoring & Early identification of need | |
|---|---|
| **Assess** | Class teacher uses assessment data on Sonar / PIVATS to consider pupil progress and attainment.<br><br>Class teacher makes information request to Pupil Support Lead for information on any Early Help/ contextual information including attendance.<br><br>Class teacher to meet with parents to share strengths and discuss needs. Check up to date eye sight checks (and audiology if appropriate). Agree review date.<br><br>Gain and record pupil and parent view.<br><br>Inform SENDCO of Stage 1 during assessment period / at Progress Review- added to SEND Monitoring and causes for concern noted.<br><br>Class teacher to note Assess stage on CPOMS under category "Learning Concern" with review date included (next assessment period or sooner if required) |
| **Plan** | PIVATs assessment tool can be introduced to carefully track progress within the areas of need.<br><br>Class teacher to refer to Lancashire GEMS, Quality First Teaching Audit to support with adaptations/reasonable adjustments..<br><br>Class teacher to plan cohort specific lessons that implement suitable adaptive teaching methods. Time specific interventions may be implemented.<br><br>Add pupil to Class Action Plan (CAP) with statement of need and what reasonable adjustments/adaptations can be given.<br><br>"Plan" noted on CPOMS with agreed review date (next assessment period or sooner if appropriate)<br><br>Home learning support is scaffolded and parents are referred to resources to help with this, including Parenting Smart. |
| **Do** | Implement plan including support for home learning |
| **Review** | Class teacher to undertake relevant assessment activities to inform what progress has been made against the plan.<br><br>Review all areas of the plan and enter on CPOMS with review date noted on CAP. Note progress, successes of adaptations, continuing need and pupil voice. Note any changes to Plan on CPOMS and CAP. |

| | |
|---|---|
| | If pupils are progressing against the Plan and there are no other concerns presenting, then they remain at Stage 1 (monitoring)and further notes can be confined to the CAP. |

| Targeted<br>Stage 2 SEN Support | |
|---|---|
| **Assess** | Class teacher uses assessment data on Sonar / PIVATS to consider what pupil progress has been made and attainment.<br><br>Class teacher makes information request to Pupil Support Lead for information on any Early Help/ contextual information including attendance.<br><br>Discuss SEN Support category with SENDCo.<br><br>Class teacher uses planned parent meetings, informal parental check-ins and arranged meetings to share strengths, discuss needs and identify target areas. Class teacher informs parent that the school have graduated their response to SEN Support (other professionals will now be involved, including the school SENDCo / Pupil Support Lead. Quality first teaching has been implemented and planned provision will be “additional to / different from” that which is normally available.<br><br>Gain and record pupil and parent view.<br><br>Class teacher to note Assess stage on CPOMS under category “SEN” with review date included (next assessment period or sooner if required). Note that parents have been informed of the graduation to SEN Support.<br><br>Pupils have received a medical diagnosis (ADHD, ASC, dyspraxia, genetic, VI, HI) or a diagnosis of dyslexia. |
| **Plan** | PIVATs assessment tool is used to identify specific areas of need.<br><br>An Individual Action Plan introduced for the pupil with SMART targets. Class teachers supported by the SENDCo to set targets. Upload to CPOMS (category SEN).<br><br>Class teacher to refer to Lancashire GEMS, Quality First Teaching Audit, SENCO to support with adaptations.<br><br>Class teacher to plan lessons that implement suitable adaptive teaching and provision to support<br><br>Update Class Action Plan (CAP) with pupil name in section “Individual Action Plan”. |

| | |
|---|---|
| | Home learning support is scaffolded and parents are referred to resources to help with this, including Parenting Smart.<br>SENDCO to make relevant referrals to external specialists if appropriate.<br>Pupil Support Lead referral made if appropriate. |
| **Do** | Implement plan including support for home learning |
| **Review** | Class teacher to undertake relevant assessment activities to inform what progress has been made against the plan. Targeted SEN Support continues where progress is being made and no further identification has occurred that warrants further specialist support.<br><br>Review all areas of the Individual Action Plan during assessment week and upload to CPOMS. Plan next version of Individual Action Plan.<br>Update SMART Targets and discuss with parents. |

| **Specialist**<br>**Stage 3 Specialist SEN Support** | |
|---|---|
| **Assess** | Class teacher and SENDCo use assessment information including observations and contextual information (inc attendance) recorded on CPOMS. They review this information with parents to discuss further involvement of specialists within context of Graduated Approach. Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies<br><br>Gain and record pupil and parent view.<br><br>Appropriate professionals are identified to support and referrals are made with consent. Information is provided to support assessments by professionals.<br><br>PIVATs assessment tool is used to continually monitor pupil progress. |
| **Plan** | Individual Action Plan is updated termly for the pupil with SMART targets based on advice from specialists. Upload to CPOMS (category SEN).<br><br>Class teacher and SENDCo work together to plan provision taking into account specialist advice from other professionals. Pupil personalised curriculum will be planned.<br><br>Class teacher to plan lessons that implement suitable adaptive teaching methods and provision as advised by specialists and SENDCo. |

| | |
|---|---|
| | Home learning support is scaffolded and parents are referred to resources to help with this.<br><br>Pupil Support Lead referral made if appropriate |
| **Do** | Implement plan including support for home learning |
| **Review** | Class teacher to undertake relevant assessment activities to inform what progress has been made against the plan. Specialist SEN Support continues where progress is being made and no further identification has occurred that warrants further progression on the Graduated Approach.<br><br>Review all areas of the Individual Action Plan during assessment week and upload to CPOMS.<br>Update Targets and discuss with parents. |

| **EHCP**<br>**Stage 4 SEN Support** | |
|---|---|
| **Assess** | Class teacher and SENDCo use assessment information including observations and contextual information (inc attendance) recorded on CPOMS. They review this information with parents to discuss making a request for statutory assessment to the local authority.<br><br>Gain and record pupil and parent view using One Page Profile.<br><br>Ongoing assessments are made by relevant professionals to support with gaining information for request for statutory assessment.<br><br>PIVATs assessment tool is used to continually monitor pupil progress. |
| **Plan** | Individual Action Plan / EHCP Target Sheet is updated termly for the pupil with SMART targets based on advice from specialists. Class teachers will be supported by the SENDCo to set these. Upload to CPOMS (category SEN).<br><br>Class teacher and SENDCo work together to plan provision taking into account specialist advice from other professionals / provision stated on the EHCP once this is in place.<br><br>Class teacher to plan lessons that implement suitable adaptive teaching methods and relevant interventions as advised by SENDCo and Educational Psychologist. |

| | |
|---|---|
| | Home learning support is scaffolded and parents are referred to resources to help with this.<br><br>Pupil Support Lead referral made if appropriate |
| **Do** | Implement plan including support for home learning |
| **Review** | Class teacher to undertake relevant assessment activities to inform what progress has been made against the plan.<br><br>Review all areas of the EHCP Target Plan during assessment week and upload to CPOMS.<br><br>Update Targets and discuss with parents.<br><br>Annual Review held once EHCP is secured. |

Haslingden Primary School's SEND Graduated Approach follows the principles set out by Lancashire County Council. (to view LCC SEND Graduated Response please click here)

**Inclusive Quality First Teaching Level 1 Universal SEND & Level 2 Targeted SEND Support**

*The SEND Code of Practice, section 1.24 says, 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' Teachers need to be aware which pupils have Special Educational Needs and what their areas of specific difficulty are. Teachers then need to provide an inclusive learning environment where pupils' needs are met.*

Once a pupil has been identified as needing provision that is "additional to / different from" the usual offer, the Graduated Approach will start. Most pupils will be able to reach their potential and make good progress through high quality, inclusive Quality First Teaching approaches. The Head teacher, SENDCo, Teachers and Governors will work collaboratively with parents and the pupil to secure the appropriate provision.

Pupils with SEND will be given the opportunity to access:

| **Level 1 Universal SEND** |
|---|

| |
|---|
| • High quality first teaching<br>• Small group work<br>• Extra support in class when needed<br>• Extra time to complete work<br>• Short term universal interventions<br>• Regular progress updates through Pupil Progress Meetings<br>• Termly monitoring through Class Action Plans<br>• Seating positions in class<br>• Equipment such as sloping boards, pencil grips |
| **Level 2 Targeted SEND Support** |
| • All of the above plus:<br>• Specialist interventions<br>• Access to individualised, additional resources<br>• Individual Action Plan which will list strengths, needs and provision |

| |
|---|
| **Level 3-Specialist SEND** |
| • Individualised Action Plan listing strengths, needs, provision<br>• Small group work teaching<br>• One to one teaching with an adult<br>• Structured, cumulative and multi-sensory teaching<br>• Access to specialised strategies and interventions<br>• Access to outside agency support<br>• A learning pace that suits the pupil's ability / needs<br>• Significant adaptations to curriculum content and pace |
| **Level 4-EHCP** |
| • Support for parents and pupils regarding the EHC Plan pathway<br>• School to apply for statutory assessment with the support of parents |

Factors which are NOT SEN but may affect a pupil's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

### Inclusive Practice to behaviour

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify

the reasons for the behaviour and take all reasonable steps to address the root cause. (Please also read in conjunction with the school behaviour policy).
https://haslingdenprimary.com/school-policies/

We are an inclusive school and recognise that behaviour in pupils is a form of communication. Some pupils such as those with Autistic Spectrum Condition (ASC) may have significant difficulties that arise from aspects of their condition. We understand this and as such, have Individual Action Plans in place for these pupils There are occasions when some more challenging behaviour requires us to undertake detailed planning and risk assessment which aim to ensure good order and safety for all.

## Individual Action Plans

An Individual Action Plan is a mechanism to deliver the Graduated Approach "Assess, Plan, Do, Review" for pupils on the SEND Register at SEN Support.

It can comprise some or all of these elements:

- Individual Action Plan
- Individual Pupil Risk Assessment
- Positive Handling Plan
- Intimate Care Plan
-

Setting targets and making provision:

A pupil may present with a range of needs that require support. The PIVATS assessment tool can support with identifying gaps in learning or starting points for setting targets.Targets should focus on the most relevant aspects that will support them pupil to make progress, and are achievable. For example, a pupil may need to learn to count to 5 and have poor focus and attention. The most relevant target would be to develop focus and attention as it may be that the pupil will be unable to learn to count to 5 without this. Targets need to be specific and measurable which means they describe what they pupil can do or what will be seen when it has been achieved e.g. Pupil Y will be able to count to 5. Pupil X will know the first 6 set 2 sounds. Pupil Z will be able to attend to an adult directed activity for 2 minutes. Teachers will need to consider carefully how to support pupils to meet their targets by using curriculum adaptations, interventions, implementing regular practice times, using home learning tasks, using IT and setting up supportive environments.

## What is an Individual Action Plan?

- For pupils on the SEND Register- a mechanism to deliver the Graduated Approach "Assess, Plan, Do, Review"
- Basic IAP- Teacher led – learning targets with provision – reviewed. Considers advice from other professionals if applicable.
- Additional Pupil Assessment (if needed)
- Intimate Care Planning (if needed)
- Positive Handling Plan (if needed)
- Stored on CPOMS- "*Full Name* IAP *Term Year*"

## Setting targets

- PIVATS assessment tool can support with identifying gaps in learning or starting points for setting targets.
- Targets should focus on the most relevant aspects that will support pupils to make progress, and are achievable.
- Targets need to be specific and measurable which means they describe what the pupil can do or what will be seen when it has been achieved
- Teachers will need to consider carefully how to support pupils to meet their targets by using curriculum adaptations, interventions, implementing regular practice times, using home learning tasks, using IT and setting up supportive environments that help a pupil make progress.

## How to review it

- Reviewed termly by teacher during Assessment Week (those with positive Handling Plan, Intimate Care Plan, Additional Pupil Assessment reviewed half termly and overseen by SEND Team)
- Review considers: What's working well / not working? What else is needed? What are the outcomes against targets (progress)? How well are resources allocated?
- Review comments are added to current IAP
- IAP adapted / adjusted and saved as a new document
- Both documents uploaded to CPOMS titled: "*Full Name*, IAP, *Term Year* Review" and "*Full Name*, IAP, *Term Year*"
- Teachers share both documents with parents in a timely and appropriate way, face to face.

## Education, Health and Care Plans (EHC Plan)

If a pupil has a lifelong or significant difficulty, 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:

- There is a complexity of need
- A lack of clarity around the needs of the pupil so a multiagency approach to assessment is required
- Support is required to plan the provision and identify resources needed

At this point, the SEND Graduated Approach in school has been followed but there is still an obvious need for more support and guidance (Level 4). The decision to make a referral for an Education, Health and Care Plan is discussed with and co-ordinated by the school SENDCo.

The application for an Education, Health and Care Plan will be collated and written by the school SENDCo and will combine information and written advice from a variety of sources including:

- Parents/carers
- Teachers
- SENDCo
- Children's Services
- Health professionals
- Educational Psychologist

The school will follow the **Plan Do Review Cycle** and will gather information relating to the current provision on offer for the pupil. Through each cycle an Individual Action Plan will be created with specific targets and provision. On completion of at least 2-3 cycles, a decision will then be made by representatives from Education, Health and Social Care about whether the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following the statutory assessment, an EHC Plan will be provided by Lancashire County Council if it is decided that the pupil's needs are not being met by the support that is ordinarily available. The school and the pupil's parents/carers will be involved in developing and producing the plan.

Parents/carers 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.

### How EHC Plans are implemented in school

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed termly by staff, parents/carers 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. A thorough SEND handover will be conducted by the SENDCo with every new teacher and teaching assistants annually.

Collaboratively, annual targets will be written for the pupil which will link to the EHCP outcomes. These targets will be managed and evaluated by the class teacher termly under the supervision of the SEND team in school.

**Conducting Review Meetings for the EHC Plan**

The school work within the guidance stipulated in the SEN Code of Practice 2015 and ensure that good notice is given to stakeholders of EHCP review meetings. Requests for advice are made from all stakeholders and the SENDCo collects these and circulates them at least two weeks in advance of the meeting. The SENDCo summarises the meeting and sends a report to all stakeholders and the local authority within ten days of the meeting being held. Pupils contribute to their review through attendance, written reports, and evidence of their work. Reviews take place annually or sometimes earlier if an interim review is deemed important by any stakeholder.

## Working collaboratively with parents and carers

Strong communication with parents is key to success. There is formal termly communication with class teachers and parents for all pupils in school through face-to-face meetings or reports. In addition to this, for parents of pupils with SEND, there may be a requirement for regular access to key professionals such as the class teacher, SENDCo and external professional when needed. Channels of communication include: telephone calls, videocalls, emails, face-to-face meetings and letters. Discussion is encouraged and initiated at all levels to ensure ongoing collaboration.

- All parents/ carers are invited to discuss a pupil's progress with class teachers on a termly basis
- Parents/ carers can also come in and co -write their support plans alongside outside professionals
- Parents / carers will be invited to attend meetings held with outside agencies
- All parents of pupil's with EHC Plan's are invited to contribute to and discuss their child at an annual review arranged by the school
- Parents are also encouraged to use the Parent Partnership Service when this may be appropriate and useful (click here for more information about SENDIAS)
- The Local Authority's Local Offer (Regulation 53, Part 4) may be found at www.lancashire.gov.uk/SEND . This links back to the school's SEN Information Report and School's contribution to the Local Offer, which details how the school works with and supports families of pupils with SEND.
- Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents/carers are always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents;
- The school's statutory SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act) is available on the school website;
- To support families and pupils, we will continue to update the information in the SEND section of our website and include links to other agencies;
- Pupils with special educational needs will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we will endeavour to collect all relevant information and plan a relevant curriculum.

## Supporting pupils 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 pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010;
- Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed.
- Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. • Provision will be made for these pupils in accordance with their EHCP. The school's policy for supporting pupils with medical conditions can be obtained from the school office.

## Gathering Pupil Views

Haslingden Primary School believe it is very important to listen to every pupil and to encourage them to share what really matters to them.

We do this by:

- One Page Profiles (click here to learn more about One Page Profiles)
- One to one conversations/ regular check-ins with an adult
- Pupil voice section on the Individual Action Plan
- A strong ethos in school that shows all staff are approachable and will encourage, listen and value pupil voice

## Links and Transition

Haslingden Primary School have good links and communication with local special schools and high schools. This allows for the sharing of information and training opportunities.

Starting Primary School

- School has strong links with local nurseries and pre-schools and liaise with these regarding the transfer of SEND pupils
  School reception teachers will visit nurseries to ensure that they receive relevant information or observations to ensure a smooth transition to school
- Stay and Play sessions are arranged within the Early Years Foundation Stage (EYFS) department before all pupils start school
- Pupils with SEND can start school on an integrated timetable if required
- The SENDCo will support discussions with parents about integrated timetables

Starting High School

- School will arrange summer term reviews for all Year 5 pupils with EHC Plans. This will ensure that high school preference and pupil needs are fully planned for and reviewed
- Extra high school visits are arranged for pupils with SEND

- The high school SENDCo and Head of Year 7 are invited to attend transition reviews.
- A thorough handover between the primary school and high school to ensure the appropriate provision will continue
- All SEN files for these pupils are transferred to the high school at the end of the summer term

For more information about transitions please see the SEN Local Offer on the school website (click here)

## Accessibility

- The school's accessibility plan is available from the school office;
- Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the SEN Information Report and School's Contribution to the Local Offer
- School operates an "open door" policy so parents can contact the school office (01706 215947) at any time throughout the day to arrange an appointment to see a member of staff. Teaching staff are available every morning before school and every afternoon immediately after school without prior appointment.
- The school is a Victorian building built 1915 and it is spread across two levels. There is a ramp entrance on Hazeldene Avenue and street level access by the main entrance on Ryefield Avenue. The classrooms are all on the same level and there are disabled toilet facilities by the hall and on the middle corridor near the main entrance. All doorways and entrances to the school are wide enough to accommodate a wheelchair. Furniture is modern and of a suitable height appropriate to the age group of pupils being taught in that classroom. The school complies with all relevant accessibility requirements.
- Specialist teachers provide support to advise school on adaptations for pupils with additional needs

## Additional and Alternative Provision

Additional and alternative provision at Haslingden Primary School enhances and extends our core curriculum offer, environment and pedagogy to ensure that we can meet a broad spectrum of educational need within our local community. Formal and informal curriculum is provided that promotes pupil motivation, engagement, self-confidence, attendance and enjoyment.
Those who may need to benefit from the enhanced and extended provision include pupils who need provision that is additional to or different from that which other pupils require within our core offer. These pupils will have needs in one of the following areas, stipulated by the SEN Code of Practice:

- Cognition and Learning
- Social Emotional and Mental Health
- Communication and Interaction

When pupils access the provision it is because they have been identified through the Graduated Approach as requiring the extensions and enhancements that are needed and are beyond the provision in a usual classroom environment and curriculum. The provision supports pupils to access the usual mainstream curriculum, at their own pace, in small groups or individually, in a supportive environment with higher adult-pupil ratios.

At Haslingden Primary School, additional and alternative provision is made through our Beehive and Willow classes. Willow class is a collaborative effort with Tor View School and is a morning provision.
Additional and alternative provision can include:

- Personalised curriculum
- Individual and bespoke timetabling
- Environmental enhancements within the usual classroom environment
- Formal and informal curriculum with adaptations
- Full or part time placement in Beehive/Willow classes
- Timetabled support in Beehive/Willow classes
- Specialist outreach from Beehive/Willow staff into usual classes

The school uses its existing resources to support all pupils and we operate a flexible and dynamic approach to making adaptations that are necessary so that we can provide this support for pupils from our local community. We recognise pupil progress and understand that pupils may need a dynamic mix of our core and additional/ alternative offer.
The Beehive / Willow exists so that pupils who come to the school have a pathway that will provide them with the highest level of support to enable them to make progress and / or identify the next steps that will support them to do this. It does this through a combination of environmental support, adaptive curriculum and personalisation. The staff who work in the Beehive have developed specialist skills and knowledge that they utilise to provide appropriate support. They work dynamically with the expertise that a range of senior leaders and external agencies can offer.

This policy should be read in conjunction with the Additional and Alternative Provision Policy.

## Training and Resources

- It is vital that staff receive appropriate training to provide the best support for pupils and families. In view of this, the school value and prioritise all forms of continuing professional development. Individual pupil needs, and wider pupil needs are considered when prioritising CPD for staff. Delivery of CPD is a mix of in house and external support from specialist teachers, Educational Psychology, specialist schools, companies (e.g. for hardware / software), charities and Government or Local Authority training
- The overall level of funding (the Notional Budget) for SEN is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced;
- The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Headteacher;
- The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENDCo are met from the main school budget;
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENDCo is aware of relevant CPD within the local area relating to SEND. All staff to have access to this information and the SENDCo advises as necessary;
- Whole school training on SEND is arranged, as appropriate and teaching assistants are invited;

- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND;
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

## Role and Responsibilities

- The Governors must have regard for the SEN Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND;
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities;
- The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed of the special educational needs provision made by the school;
- The SENDCo is responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing Individual Action Plans or EHC Plan targets and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and into high school; liaising with the SEN Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEN;
- Teaching Assistants are a valuable part of the support for pupils with SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching, as detailed in a pupil's Individual Action Plan and focused in-class support whilst encouraging independence.
- Our **SEND Governor-** is Mrs Sue Beirne

## Storing and Managing Information

- Documents relating to pupils with SEND are stored in an area of the school's Microsoft platform (only accessed by a limited number of senior staff) and the online CPOMs system. Some documents, such as Individual Action Plans and EHC Plan target sheets are held on another area of the school's Microsoft platform, in an area which can be accessed by teachers. Records relating to pupils who have left are passed to the new school as soon as is practical.
- Please refer to GDPR Statement.

## Bullying

- The school's Anti-Bullying Policy is available from the website or the school office.
- Further details about how the school keeps pupils with SEND safe can be found in the SEN Information Report and School's Contribution to the Local Offer on our web-site.
- Please also refer to the school's Anti-Bullying Policy which can be found on the school website.

## Raising Concerns

• At Haslingden Primary School we aim to provide the best care and provision. Should a parent or carer have a concern about the special provision made for their child they should, in the first instance, discuss this with the class teacher. If the concern persists, then the SENDCo and class teacher will meet with the parent or carer to discuss the issue further and agree a plan. • Reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

## IMPACT

- Pupils will feel safe and happy.
- A rich and varied learning environment will allow all pupils to develop their skills and abilities to their full potential.
- Pupils will be taught in a way that suits the way they learn.
- Pupils will be encouraged to have a life-long enthusiasm for learning and foster mutual respect for people of all faiths and cultures.
- Pupils will feel encouraged to be the best version of themselves and have high aspirations.
- Pupils will receive a curriculum and provision that is targeted and focused for maximum impact, building confidence and self-esteem.
-

## Reviewing the Policy

- This policy will be reviewed on an annual basis. The process of review will involve the SENDCo, the SEND Governor, the Chair of Governors and the Headteacher.

  Review of the policy will consider:
  - The progress made by pupils with SEND at the school;
  - The success of the school at including pupils with SEND;
  - Any recommendations from Ofsted or the LA about improving practice; -
  - Any factual changes, such as names of personnel.

Linked policies – Behaviour Policy, Anti Bullying Policy, Accessibility Plan, SEN Policy, Local Offer, SEN Report, Complaints Policy. E-safety Policy, Equality Policy, Additional and Alternative Provision Policy