



Handforth Grange Primary School

Special Educational Needs Policy

Policy Area	Special Educational Needs
Policy Title	Special Educational Needs Policy
Policy Leader	Miss Leigh Green
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Frank Field
Education Trust

*Promoting **Social Justice** through **Excellence in Education***

“Aim High, Shine Bright!”

Introduction

Handforth Grange Primary School SEN policy for young people with special educational needs or disabilities complies with the statutory requirement laid out in the SEN Code of Practice 0-25 (2015) 3.65 and has been written with reference to the following guidance and documents:

Children and Families Act 2014

Equality Act 2010

SEN code of practice: 0 – 25 years. Revised May 2015

Schools SEN information Report Regulations (2014)

Statutory Guidance on Supporting students at school with medical conditions April 2014

The National Curriculum in England Key stage 1 and 2 framework document Sept 2014

Safeguarding Policy 2021

Accessibility Plan 2021

Teachers Standards 2012

Cheshire East Toolkit for Special Educational Needs and Disability (SEND) 0 – 25 Years *March 2019*

Keeping Children Safe in Education 2021

The 2015 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2015 SEN Code of Practice: 0-25 years.

At Handforth Grange:

'The provision for pupils who have special educational needs and/or disabilities and for those who are disadvantaged is of very good quality. As a result, these pupils make consistently strong progress from their starting points.'

Ofsted 2017

This SEN policy details how Handforth Grange Primary School will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach them. Handforth Grange Primary School will use its best endeavours to ensure that teachers in the school are able to identify and provide for those students who have special educational needs and disabilities to enable them to join in the activities of the school together with their peers, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.

The SEN Code of Practice (2015) states that:

"Children with SEN should spend the majority of the time being taught by their class teacher."

Handforth Grange Primary School is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom Handforth Grange Primary School is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis. Children within the Resource Provision will have a balanced curriculum designed to meet their individual needs with periods of time in mainstream classroom complemented by specific social and sensory integration programmes completed on an individual basis or in small groups.

This policy aims to support all members of staffing, providing positive whole school approaches towards the learning, progress and achievement of SEN students. All teachers are teachers of SEN students. Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEN students requires partnership working between all those involved - LA, school, parents/carers, students, children's services and all other agencies.

Aims

To ensure that all SEN students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

Objectives

1. To identify children with specific learning needs at the earliest point to ensure that they can benefit from early interventions.
2. To ensure that the necessary provision is made for any student who has special educational needs to enable them to continue to progress from their starting point.
3. To narrow the gap between the achievement of SEN students and their peers.

4. To continue to make the necessary adjustments and modifications to teaching practice to ensure that SEN children have equal accessibility to the National Curriculum at a level which meets their individual learning needs.

Implementation

The Special Educational Needs (SEN) Code of Practice, revised in May 2015, provides guidance on the duties of schools, local authorities and others working with children who have SEN must have regard.

The Code sets out four areas of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

We have children in all these categories of SEN. We work closely with parents and children to ensure that we take into account the child's own view and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child. All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills. We have high expectations of all our children.

Handforth Grange Primary School aims to ensure that:

- Teachers are aware of the importance of early identification and of providing for SEN students whom they teach.
- SEN students will have their needs met.
- The views of the students are sought and taken into account.
- Partnership with parents / carers plays a key role in supporting their child's education and enabling them to achieve their potential. Our school will endeavour to support parents / carers through the process of transition and adjustment.
- SEN students are offered full access to a broad, balanced and relevant education.
- SEN students have full access to all school activities so far as it is reasonably practical and relates to the student's needs.
- We work in partnership with external agencies to meet the needs of the student. There is a smooth transition at each transition stage for the student.
- The focus is on positive life outcomes for children with SEN.

Curriculum Planning

Quality first teaching will enable most children on the SEN register to spend the majority of their time being taught by their class teacher. Teachers planning and teaching is adapted to ensure that the needs of the children are met. Teaching assistants support the children within the classroom and

provision is made for small group support throughout the week from the class teacher or a teaching assistant. Where an individual need has been identified as part of an EHCP which requires a specific intervention, provision is made for that to occur during the day at a time which has least impact on their education. In some instances, children (specifically children in the resource provision) may require a personalised maths and literacy planning which includes periods of time where they are working out of their classroom to enable them to access specialist resource provision teaching. Provision is also made for children with ASC to develop life skills, social and emotional understanding, and social communication in line with the outcomes set on their EHCP in interventions throughout the week.

In the Resource Provision we have devised curricula pathways to ensure that all students engage in a relevant and challenging curriculum. In The RP there are three pathways, and every student also has a pupil education plan with personalised annual targets linked to their EHC outcomes. We aim to provide a functional curriculum through practical, active and engaging lessons, encouraging student-led learning with a constant focus on ambitious expectations and the pupils' strengths. We use a multisensory approach to enhance engagement for all learners. We aim to build emotional regulation and resilience for all in order to promote positive mental health and wellbeing. Strategies to support communication and interaction are fully embedded across the curriculum.

Assessment

The majority of the children on the SEN register will be assessed using the methods set out in the Teaching and Learning Policy. Where children are working at a level significantly below that of their peers and of the year group expectations, they will be assessed using PIVATS, which assesses small steps of progress in Reading, Writing, Speaking, Listening and Maths from PIVATS P-Scale milestones 1-8, up to PIVATS milestone 4 (which is approximately in line with Year 4 age related expectations). Children who have an EHCP will continue to work towards their outcomes in each area of learning and progress will be reviewed each half term by the class teacher. We also use aspects of the PACT approach with children in the resource provision who require a greater amount of support developing social communication and interaction. In addition, children in the RP will access interventions throughout the week which cater for their individual sensory needs. For those not accessing the curriculum within the RP they will be monitored using the AET framework, measuring personal progress.

In the Resource Provision we have devised curricula pathways to ensure that all students engage in a relevant and challenging curriculum. In The RP there are three pathways, and every student also has a pupil education plan with personalised annual targets linked to their EHC outcomes. We are guided by the Engagement Model for assessment for those children not yet working at the national curriculum level and use the Autism Educational Trust (AET) framework.

Transitions

In the summer term prior to pupils from the nursery joining the school the SENCO will liaise with the nursery to establish which of the pupils who are progressing to the Reception class are on the Early Years SEN register. This information will be collated by the SENCO in order to draw up the SEN register for the Reception class. As pupils on the SEN register progress to secondary school the SENCO will liaise with the receiving schools. This may include inviting the SENCO from the secondary schools to Y5 & Y6 Annual Reviews and arranging visits for pupils and parents to look at prospective schools. This will include specialist provision in the case of some pupils with an EHCP. Where a child

requires an enhanced transition due to their specific needs, the SENCO, the new school and parents will liaise to ensure additional meetings and pupil visits occur.

Identification, Assessment and Provision

A Graduated Approach

Handforth Grange Primary School will adopt a graduated approach to meeting special educational needs that requires the initial use of Quality First Teaching in the classroom, school interventions and resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs and/or disabilities (SEN), the school will intervene as described below. Such interventions are a means of helping Handforth Grange Primary School and parents match special educational provision to individual pupil needs.

Early Identification

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents / carers or other agencies are addressed through Quality First Teaching targeted at the child's areas of need using adapted teaching within the classroom, records are kept of strategies used. The class teacher will place these children on a first concerns register, inform the SENCO and request a meeting with parents to discuss areas of strengths and difficulties. Where needs persist and/or pupils continue to make inadequate progress, the class teacher, working with the SENCO and any outside agencies, should begin to make initial assessments as to whether the child has a specific learning difficulty.

SEN students may be identified through the teachers' observations and assessment, standardised assessments (SATs, etc), pupil progress meetings, target setting, parental / carers concerns or the student's own views or by external agencies. Areas of need are identified and prioritised and become the basis in the first instance of the SEN Support Plan.

School /Early Years Support

A student is at SEN support level when they are identified as needing provision additional to or different from that provided as part of normal class activities due to a specific educational need. The triggers for intervention and support will be concern, backed by evidence, about a young person who despite receiving adapted teaching makes:

- Little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas;
- Presents persistent social, emotional or mental health difficulties, which are not ameliorated by the behaviour management techniques employed by the school;
- Has Sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an adapted curriculum.

In some cases, outside professionals from health or children's services may already be involved with the young person. Where these professionals are not already working with Handforth Grange Primary School, the SENCO/Resource Provision Manager will contact them having discussed the situation with the parents / carers. The SEN team will further assess the young person and support for the individual will be discussed and action taken. An individual SEN Support Plan will be written in conjunction with the parents, pupil, class teachers and any outside agencies working with the child.

SEN Support Plans

SEN Support Plans develop a profile of need for each child. They should inform the planning for the child, which includes desired outcomes related to the area of concern, suggested strategies to be used by teacher, support staff, parents and student and the date the provision starts.

The SEN Support Plan should include information about:

Views of the parents/carers views of the child

- Current strengths and interests of the child Quality First Teaching (QFT)
- Strategies used and current interventions.
- Specific needs and provision
- Medical/outside agency/CAF information
- Desirable outcomes for the child
- Recommendations/targets set by other professionals.
- Details of progress in previous years

SEN Support Plans are reviewed at least three times a year in focused meetings, with input from the student, parent/carer, teachers, learning support staff and outside agencies. After the review the SEN Support Plan will be updated, and the desirable outcomes and provision will be amended as required.

As the result of a review meeting, the decision may be taken by the SEN team, in consultation with the parents/ carers and young person, to involve external support services provided by the LA and/or other agencies. These agencies will provide advice on specialist teaching and support. They may administer

more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases, they will provide support for particular activities.

Education and Health Care Plans

The triggers for statutory needs assessment for an Education Health Care Plan could be that despite receiving support the young person:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum expectations substantially below that of young people of a similar age;
- Continues to have difficulty developing literacy and mathematics skills;

- Has social, emotional or mental health difficulties, which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having an individualised behaviour management programme.
- Has SEN or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

In a very few cases, if a young person continues to demonstrate significant cause for concern despite quality first teaching and interventions, a request may be made to the LA for a needs assessment. This will decide whether an Education Health and Care Plan is required to enable the school to meet the young person's needs. If this cannot reasonably be met by the school, then the LEA may provide extra resources. Where a request for a needs assessment is made to East Cheshire Access and Monitoring team, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing:

EHC Plan Review Process

All existing EHC plans will be reviewed annually in school. The parents / carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving the outcomes set and whether any amendments need to be made. Students should be offered the opportunity to participate in their annual reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of outcomes
- Discussing their achievements / concerns / issues in advance of the review meeting with parents/carers or others as appropriate.

Students with an EHCP will have set outcomes which have been agreed after consultation with the parents/carers, the individual student (where appropriate) and outside agencies. These outcomes will be set out in the plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers with the support of the SENCO and Head teacher. The outcomes will be monitored using the school's outcome tracker and reviewed termly with parents and, if appropriate, outside agencies. The SENCO /Resource Provision Manager will then hold an annual review with all stakeholders. During the year 5 annual review the aim should be to give clear recommendations as to the type of provision required for secondary provision, where possible in conjunction with the proposed secondary setting.

Pupil Voice

Pupils with an EHCP are invited to submit their views in writing as part of their annual review as well as to attend the review itself. Students contribute to the setting of their own outcomes. Where this is not appropriate other methods should be explored to enable student voice to be captured – such as the use of video.

Monitoring and Evaluation

The following procedures provide evaluative points for assessing the effectiveness of Handforth Grange Primary School's SEN policy:

- SEN meetings and minutes
- Pupil assessments for review meetings/pupil progress meetings
- Pupil and parent views relating to the statutory review of EHC Plans.
- Evaluation of SEN/EHC support plans and Provision Maps
- Value added assessment data collated from the external examination procedure
Internal teacher assessment
- Attendance of LA SENCO meetings
- Parent voice via termly Parent Forum meetings /SEN parental questionnaires

Compiled by: Miss Leigh Green	Revision Number 10
Approved by: Mrs Andrea Booth	Revision date 08/09/2024
Discussed with staff:	Staff meeting

Appendices

Roles and Responsibilities:

Handforth Grange Primary and Nursery School recognises that provision for children with Special Education Needs is a matter for the school as a whole. Roles and Responsibilities with regard to SEN are designated in the following way:

Head Teacher:

- Allocate roles and responsibilities to staff so that special needs are met.
- To liaise with staff, SENCO/Resource Provision Manager, support services, parents and pupils. To report to governors on the needs of the SEN children in her care.
- To delegate the organisation of review meetings to the SENCO/Resource Provision Manager.
- To ensure that the needs of SEN children are met within the school.

SENCO and Resource Provision Manager:

- To play a key role in delivering the strategic development of the SEN policy and provision.
- To oversee the day-to-day operation of the school's SEN policy.
- To monitor the needs of SEN children together with the Head teacher and class teachers.
- To assist with and advise on, the teaching and assessment of children with SEN.
- To organise annual and termly reviews.
- To ensure SEN Support Plans are written and reviewed termly.
- To ensure that individual provision for pupils with an EHCP is mapped
- To ensure that the impact of SEN interventions is assessed for each pupil
- To meet regularly with the Head teacher to discuss individual children, resources and use of time.
- To give advice on the level of support and on appropriate resources and strategies to support learning.
- To ensure that the school's SEN register & provision map is updated regularly. To lead the annual review of the Special Educational Needs Policy.
- To make contact with the Educational Psychologist and other support services in consultation with the Head teacher and class teachers.
- To meet with parents and pupils to discuss and support needs and progress. To report to governors as requested by the Head teacher.
- To work in conjunction with the class teachers.
- To manage teaching assistants.
- To lead INSET on SEN in school as appropriate.

To keep their own skills updated by reading, researching & attending INSET on SEN and appropriate related external courses.

Class teachers:

To identify the Special Educational Needs of individual children in their class.

To know which pupils in their class are on the SEN Register and at what level of support.

To maintain an SEN file for their class reflecting this information for each individual child and copies of all relevant Action Plans.

To write, update and review outcomes for pupils with SEN with either a SEN Support Plan (SSP) or Education Health Care Plan (EHCP) with the support of the SENCO.

To ensure that the SEN Support Plans (SSP)/Education, Health and Care (EHC) Plans are reviewed with the parents, SENCO and other specialist teachers or care providers (and child if appropriate) at least three times a year.

To provide a detailed record of the SSP/EHCP outcomes and the strategies adopted and their relative success for each child with special needs.

Ensure TAs are supporting pupils in their class, as directed.

To ensure that the Head teacher and other colleagues are aware of children's needs.

To provide learning experiences which are appropriate to the needs of the child which target individual areas of weakness and build on strengths.

To attend appropriate INSET and courses.

Teaching Assistants:

Under the guidance of the class teacher:

Carry out activities and learning programmes in liaison with the class teacher and the SENCO/Resource Provision Manager.

To monitor children's progress towards specific outcomes set and keep appropriate weekly records

To be aware of the attainment levels and targets of the children they are working with and discuss progress made on a timely basis with the class teacher and SENCO

To keep records and assessment of interventions as requested.

To support children in class or by withdrawing individuals and small groups.

To support the teacher in adapting resources to meet children's needs.

To liaise with the class teacher and parents daily

To attend INSET and courses where appropriate.

To be fully aware of the school's SEN policy.

Governors:

- A named governor to have responsibility for the implementation of the SEN policy.
- To ensure that the school follows its responsibilities to meet the needs of children with SEN following the requirements of the Code of Practice 2015.
- To ensure that the SENCO is given adequate time to fulfil the duties within the role. To ensure that the SENCO is suitably qualified in SEN.
- To be fully involved in developing and monitoring the SEN policy.
- To have up to date knowledge about the school's SEN provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that SEN provision is an integral part of the School Improvement Plan. To ensure that financial resources are available to carry out the SEN policy.
- To ensure the quality of SEN provision is continually monitored
- To ensure the SEN policy is subject to a regular cycle of monitoring, evaluation and review. To liaise with the Head teacher, Inclusion leader and staff
- To report annually to parents on the implementation of the SEN policy and any changes during the school last year.

