



POLICY FOR SPECIAL EDUCATIONAL NEEDS

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HAWTHORN PRIMARY SCHOOL

VISION AND AIMS

Vision Statement

Hawthorn Primary School – creating life-long learners

The Aims of Hawthorn Primary School:

- Promote an inclusive and inspirational curriculum enabling children to reach their full potential.
- To provide the opportunity for every student to acquire and develop the knowledge, skills and understanding that will provide them with skills for the future.
- Enable children to take responsibility for their own learning, raising self-esteem and a feeling of worth.
- Encourage co-operation and partnership.
- Through empowerment, nurture confident and competent members of society.
- Provide a safe, well-maintained and effectively used environment for pupils, staff and the wider community.
- To work in partnership with our parents through effective communication and transfer of information in such a way that will facilitate mutual support.
- Continue to encourage a strong and effective partnership with local and international communities.

Hawthorn Primary School upholds children's right to education and recognises the diverse educational needs within its community. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access. Hawthorn Primary School is committed to whole school inclusion. In our school we support children with a range of special educational needs as set out in Section 20 of the Children and Families Act 2014:

Definitions of special educational needs (SEN) taken from Section 20 of the Children and Families Act 2014:-

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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

Responsibility for the Coordination of SEN Provision

- The person responsible for overseeing the provision for children with SEN is Mrs Diane Wakefield, Head Teacher
- The person co-ordinating the day to day provision of education for pupils with SEN is Mr Richard Mayes, SENCO

Arrangements for Coordinating SEN Provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- Hawthorn Primary School SEN Policy
- A copy of the full SEN Register
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

- Information available through Doncaster MBC SEND Local Offer
- Recording sheets to monitor children's progress towards achieving the SMART outcomes outlined in their Support Plan

In this way, every member of staff will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

Admission Arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Educational Health Care Plans and those without.

Specialist SEN Provision

We are committed to whole school inclusion in our school and we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

Facilities for Pupils with SEN

Access into school and throughout school is all at ground level. We have restroom facilities that comply with relevant accessibility requirements. Our accessibility plan is available on the school website.

Identifying Children and Young People with SEN

A graduated approach:

- a) Identifying a Special Educational Need at its earliest point is essential in order to implement effective provision. This ensures that long term outcomes for children identified as SEN are improved.
- b) Class teachers, supported by the Senior Leadership team, make regular assessments of progress for all pupils. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. This also includes assessment of other needs such as social, emotional and communication.
- c) Initially, the response to the less than expected progress is to ensure high quality teaching is targeted to address the area of weakness.
- d) Where progress continues to be less than expected, the class teacher, working alongside the SENCO, will meet with parents and the pupil to discuss

and assess whether the child may have SEN. This will involve information sharing, including the views of the child and parents.

- e) Once a pupil has been identified as requiring special educational provision, a SEN Support Plan will be formulated in collaboration with the class teacher (and SENCO if necessary), child and parents.

SEN Support

Where it is determined that a pupil does have SEN, they will be added to the SEN register and the child and parents will be actively involved in all decision making. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

All planning meetings will be person-centred around the child and involve co-production with parents. Although the class teacher or SENCO will direct the meetings, equality of power will be ensured in order for the child and parents to feel empowered to contribute. Visible, person-centred headings will be used to compile

the child's views regarding what is working/not working in school, how they learn best and what their interests are. Using this information, all parties will work together to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will usually be made at the end of every term (three times a year). However, more frequent review meetings can be arranged if necessary. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents in regards to the progress of the child. The class teacher (or SENCO), in conjunction with the child and parents will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward;

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties 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 the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan (EHC) also known previously as a statement, will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

We work in partnership with parents and carers

Our open door policy encourages partnership working with parents/ carers. We believe that a close working relationship with parents is vital in order to ensure:-

- a) Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- f) Continuing social and academic progress of children with SEN
- g) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Arrangements for Supporting Children and Young People in Moving Between Phases of Education

In order to provide continuity and progression, meetings are held with staff at receiving settings to discuss current provision and pass over appropriate paper work. To facilitate a smooth transition from one phase of education to another, arrangements are made for children to visit their new class or new setting. When appropriate, visual books containing photographs and names of key people are also created and shared with the child and parents.

Approach to Teaching Children and Young People with SEN

We support literacy and numeracy

Strategies and interventions are in place to support literacy and numeracy. Teachers and teaching assistants make sure the classroom environment is full of language and have well-organised wall displays to support learning in all areas of the curriculum. Additionally, physical resources are used in Numeracy for reinforcement.

For children with specific learning needs, activities include: reinforcement and pre-teaching in small groups, specific programmes for literacy such as RWI, Talk for Writing and phonics work, reading comprehension resources such as Digismart and for maths we use Marvellous Maths resources.

We support speech and language development

Teachers make sure their classes have lots of language support and activities. We have trained members of staff to provide specific interventions such as 'Talk Boost'. We work in partnership with speech and language therapists to plan and deliver support for children with specific difficulties. Several teachers and teaching assistant have level 1 training in the use of Makaton. This training is rolled out as the child/ren move through school

We promote positive behaviour and safety

The Behaviour Policy describes the high standards of behaviour and conduct expected in school. In each class there are shared and displayed expectations about the rights and responsibilities of everyone in the class. We make sure all staff know and understand the reasons behind any difficult behaviour and how to respond. In class, the teaching assistant may support targeted children to stay on task and focus on learning. In the playground, staff will involve targeted children in specific activities. Some children who find good behaviour a challenge may need additional help such as collecting points or cards which lead to personalised in-school rewards.

Where difficult situations have occurred, staff talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again. For some children we hold social skills groups, we use 'social stories' and puppets to help their understanding.

Bespoke training sessions take place with the Community Safer Neighbourhoods team to develop knowledge and skills of how children can keep themselves and others safe.

We support children's emotional well being

Emotional well-being is supported by making sure that children who find "change" difficult are well prepared for any changes or transitions. To promote positive friendships, we may use a 'circle of friends', sensory circuits or 'circle time' involving the whole class. A Play Therapist (professional counselling service) is based in school and provides some children with weekly counselling. Opportunities are also provided for children to request a time to talk with an adult. Teachers and teaching assistants have undertaken Thrive training and sessions have been established within school. These targeted intervention sessions support children's emotional and social development.

In addition, the SENCO regularly communicates with the CAMHS Locality Worker who is assigned to our school. They offer support and strategies within school for children with social and emotional needs and mental health issues.

We support children's physical needs

Physiotherapists and Occupational Therapists provide specific advice and guidance for target children. They also provide training for staff. Teaching assistants follow up any recommendations by providing specific interventions to children for handwriting or fine motor skills either individually or in small groups. Gross motor skills are developed through specific training programmes tailored to the individual's needs.

At Hawthorn Primary School all of the learning spaces are on one level making them accessible to all. There are some adaptations such as ramps and toilets with disabled access.

We support children's medical needs

The school nurse visits school to carry out checks with children and to provide advice and training to staff. She also assists in writing Health and Care plans for children. In school we have a medical area for use by children and adults who are hurt or unwell. Medicines are stored safely in the school office. There is a team of staff who are first aid trained; we are able to administer medicines to children as directed by parents/ carers.

We support children during unstructured parts of the day

Lunch and playtimes are staffed to ensure safe adult / child ratios. There is a range of equipment available and different activities are led by staff and a children's team of buddies. Specific interventions for children with additional needs include having a named member of staff for support, being guided to specific areas or activities, being able to access the indoor games club.

Inclusion of Pupils with SEN

The Head Teacher and SENCO oversee the school's inclusion policy, and are responsible for ensuring that it is implemented effectively through the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services.

In Service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on an individual provision maps, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Class teachers record observations on a weekly basis to assess whether children on the SEN register are meeting the targets outlined in their Support Plan. Furthermore, the SENCO carries out book scrutinies, observations and 1:1 work with SEN children in order to assess effectiveness of provision.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

Hawthorn Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Doncaster Education Psychology Service
- Behaviour Support Service (ARC)
- Speech and Language Service (Class teacher also liaises)
- Language and Learning Support Services
- Hearing impaired teachers.
- CAMHS Locality Nurse

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

