

Halley Primary School

Special Educational Needs Policy

This SEN Policy supports Articles 3, 23, 28 and 29 of the United Nations Convention on the Rights of a Child.

Article 3 (Best Interests of the Child)

The best interests of the child must be a top priority in all things that affect children.

Article 23 (Children with Disability)

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 28 (Right to Education)

Every child has the right to an education.

Article 29 (Goals of Education)

Education must develop every child's personality, talents and abilities to the full.

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 July 2014
- Schools SEN Information Report Regulations 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 (updated May 2015).
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Medical Conditions 2014

Policy Links

Policies that are closely linked with this one include the SEN School Information Report, Single Equalities Scheme, Anti-Bullying Policy, Medicines Policy, Teaching and Learning Policy, and Assessment Policy.

Introduction

Halley's guiding principle is one of Inclusion, which is summed up in the school motto: 'Including all learners and achieving great things'. Although it is recognised that children may need to be withdrawn at particular times for specific programmes to support their learning, they should be included wherever possible within the classroom where they will receive quality first teaching. Every teacher is a teacher of every child including those with special educational needs (SEN). The school aims to identify and break down possible barriers to learning and believes that diversity is an opportunity for learning not an obstacle.

The school vision of inclusion is captured in our Mission Statement.

Our vision and how we hope to achieve it

The School Mission Statement is concerned with the fundamental principles of :

- Independence
- Time
- Communication
- Achievement
- Relationships
- Equality
- Security

Our Aims at Halley for Children with SEN

At Halley we value all children in the school equally.

- Our aim is to ensure that all children have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities. The aims of education for children with difficulties and disabilities are the same as those for all children.
- We have high expectations for all children. All children are entitled to experience success.
- Our aim is for children to be autonomous individuals and as independent as possible in their learning and wider experiences.

Our Objectives in making Provision for Children with SEN

- Our school community will acknowledge and draw on parental knowledge and expertise in relation to each child. The school recognises that educational provision is more effective if children and parents are fully involved with the school.

- All at Halley believe in the importance in making time to listen to children, seeking the views of the child and putting them at the centre of SEN processes.
- It is the responsibility of all teachers to identify and meet the SEN of pupils so that all children become successful learners.
- Class teachers are responsible for providing first quality teaching to ensure that all needs are met. Good special needs practice is good practice for all children.
- Consideration of the needs of pupils with SEN crosses all curriculum areas and all aspects of teaching and learning, including: academic, social, emotional, behavioural, physical and medical.
- Opportunities for students with SEN are maximised to enable them to join in with all the activities of the school.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work within the SEN and Inclusion Policy.
- To provide support, advice and training for all staff working with children who have SEN.
- To work within the guidance provided in the SEND Code of Practice 2014.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Identification and Assessment of SEN

All children are entitled to quality first teaching.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The SEND Code of Practice 2014 describes four categories of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical need

These four broad areas give an overview of the range of needs. At Halley we identify the needs of children by considering the needs of the whole child which will include not just the SEN of the child.

The school will use as its guide the criteria in the SEND Code 2014. Is the child making progress (learning and / or wider development or social needs) which:

- Is significantly slower than that of their peers starting from the same baseline?
- Fails to match or better the child's previous rate of progress?
- Fails to close the attainment gap between the child and their peers?
- Widens the gap between the child and their peers?

The school acknowledges that the following may impact on progress and attainment but are not considered SEN:

- disability (the Code of Practice outlines the "reasonable adjustments" under current Disability Equality legislation, but disability alone does not constitute SEN)
- attendance and punctuality
- health and welfare
- environmental factors
- EAL
- being in receipt of pupil premium
- being a Looked After Child or Child In Need

A Graduated Approach to SEN Support – Assess, Plan, Do, Review

The SEND Code 2014 has a single category of SEN support. At Halley we have chosen a graduated approach of low, medium and high needs (Education Health and Care Plan). A child with medium needs will have been referred to an outside agency or will be receiving specialist support.

Quality First Teaching

Teachers are responsible and accountable for the progress and development of all the children in their class, including where pupils access support from teaching assistants or specialist staff. All children are entitled to receive quality first teaching and an inclusive, balanced and broadly based curriculum. High quality teaching that is differentiated is the first step in responding to children who have or may have SEN. Differentiation means teaching a pupil in ways and at levels which match their abilities and ways of learning. Children make progress at different rates. Not all children learn in the same way and need to be taught and/or assessed in different ways. All children will receive help through differentiation but if a child does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with SEN., including those who have particular abilities or talents. The SENCo will work with staff to ensure that those children who may need additional or different support are identified at an early stage. Identification for assessing pupils with SEN will draw upon the teacher's assessment and experience of the pupil as part of the whole school approach to assessment and monitoring.

Early Identification

Early identification is essential in ensuring that children receive the right support that they need early on. Staff in the Early Years Foundation Stage complete home visits before children start school, meet with the child and parent(s) and work in partnership with parents if concerns are raised. The Early Years team complete

observations and assessments as part of their everyday practice. The Early Years teachers and (SENCo) meet regularly to ensure that each is aware of any concerns so that early intervention can take place. This may mean a referral to health or the Educational Psychologist (EP) to seek further advice and assessment. The Inclusion Advocate also works closely with parents in Early Years through Early Help; parental intervention and workshops to provide support and help address areas of need (e.g. behavioural strategies). These children may / may not have SEN.

Assessment in Early Years

In Early Years children are assessed in the following ways:

- entry level formative based teacher assessment for nursery and reception (at the end of 3 weeks transition)
- Wow books, which include child, parent and teacher comments
- Leuven scales to assess the well-being and characteristics of learning being displayed
- holistically through ongoing observations of self-directed and adult-led learning experiences using the Development Matters framework
- reading running records, sight words and phonics assessment

Assessment at Key Stage One

In Key Stage One children are assessed in the following ways:

- ongoing teacher assessment which includes pupil attitude, work, running reading records, sight words, phonics assessment
- writing levelled using the Ros Wilson criteria
- phonics screening check at the end of year one and year two (for those that did not pass in year one)
- SATS at the end of year two
- P-level assessment for children working below national curriculum levels

Assessment at Key Stage Two

In Key Stage Two children are assessed in the following ways:

- ongoing teacher assessment which includes pupil attitude, work, self-evaluation and peer marking
- writing levelled using the Ros Wilson criteria
- Non-statutory tests – Rising Stars GPS progress test, Corner Tones Maths test, Rising Starts Progress Tests in reading, NFER assessment in Year 5
- SATS at the end of Year six
- running reading records for vulnerable readers and children entering Year 3 working at 2D or lower
- phonics assessment for struggling decoders and spellers
- P-level assessment for a child working below national curriculum levels

Further Assessment

At Halley School, a child who is placed on the special needs register will be identified as having either low, medium or high needs (EHC Plan).

If there are increasing concerns about a child's rate of progress, further information gathering and assessment may take place depending on need. With parental agreement a referral will be made to external agencies and professionals for more specialised assessment, advice and support for strategies. This may include the use of the Common Assessment Framework (CAF) in order to obtain a holistic view of the social and developmental needs of the child.

Plan

Pupil Voice

Halley School has a person-centred culture. Children with SEN often have a unique knowledge of their own needs and circumstances and their own views about what they have difficulties with and what sort of help they would like to make the most of their education. They are encouraged and expected to participate in all the decision-making processes including contributing to and setting individual learning targets. This takes place termly with the child, class teacher, SEN teaching assistant and SENCo. Depending on the need of the individual child, targets set may be in the areas of learning, communication, physical, social and emotional well-being.

The school holds pupil-centred annual reviews. Children contribute to and attend all or part of their annual reviews as appropriate to their age and level of maturity. Children contribute to their annual reviews through sharing their successes and reflecting on what they need to help them learn. Progress of outcomes is shared, previous targets are reviewed and new targets and actions are set with parents. The head teacher attends all annual reviews.

Parents Voice

Partnership with parents plays a key role in enabling pupils with SEN to achieve their potential. The school recognises that parents hold key information and have the knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with SEN will be treated as partners and supported to play an active and valued role in their child's education. The SENCo works with the Inclusion Advocate to ensure parents are fully informed and involved in decisions being made about provision for children with SEN.

Parents of any pupil identified with SEN may contact the Parents Advice Centre for independent support and advice. Parents are invited to attend all reviews and 'Team around the Child' (TAC) meetings. Parent conferences for all children are held termly with the class teacher. Information is gathered from parents to develop an understanding of the child's areas of strength and difficulties.

Our Provision

The school runs a vast number of evidence based interventions. These are planned and evaluated jointly by the person delivering the intervention in collaboration with the class teacher. Communication is key as the class teacher maintains overall responsibility for the learning of all children in the class.

The school receives additional funding for pupils with EHC Plans which can provide additional support in class as required and appropriate for that child's needs. The allocation of resources within the school is based on providing the best possible provision to meet pupils' needs and to ensure that they make good progress and learn well. The details of how individual pupils receive support are recorded on their 'Individual Learning Plans' and annual review documents. This may take the form of:

- Quality first teaching which is matched to the child's ability and way of learning.
- Targeted support from the class teacher, support teacher, teaching assistant or allocated SEN teaching assistant.
- Targeted assessment and support from the Speech and Language Therapist.
- A referral may take place to the Learning Mentor or Inclusion Advocate for in-school support.
- Support may take the form of an intervention on a one-to-one or small group basis to address a specific need.
- Sometimes it may be appropriate for the child to have an individualised programme of support during parts of the school day.
- A programme of work may be provided by external agencies (e.g. physiotherapy programme).
- Work may need to be modified or adapted to increase accessibility and independence.

Review and Criteria for Exiting the SEN Register

The school has a cycle of review procedures. The progress and attainment made by all pupils is regularly monitored and reviewed as part of the School Self Evaluation (SSE) procedure. For children who are on the SEN Register, this is also reviewed at termly SEN one-to-one meetings and at annual reviews. Decisions are taken by the Senior Leadership Team (SLT), SENCo and teacher as to the impact, type and level of support that is required. In consultation with parents and the teacher, a child may exit the SEN Register if they have made progress in line with their peers (at the same starting point) as identified at SSE and are no-longer a cause for concern.

The range of support that every pupil at the school can expect is detailed in the class provision map. Targets are set for each intervention by the class teacher and the adult running the intervention. These are evaluated at the end of each term. They are monitored either through informal observation or by analysis of the evaluations termly by the SENCo and School Business Manager for impact and value for money.

Supporting Children and Families

Parent Training and Learning Events

The school employs an Inclusion Advocate who provides support to families and children with emotional and social needs. In addition to this the school also employs a Learning Mentor who predominately works with children who are struggling to achieve their full potential as a result of something affecting their home or family situation or their group of friends or their own self confidence. The Learning Mentor is also responsible for delivering some language interventions under the guidance and direction of the Speech and Language Therapist.

The school is committed to organising holiday events and outings to engage and widen parents' knowledge of places of interest to visit with their children.

On a regular basis the school runs a number of learning events for parents. This includes coffee mornings, weekly parent workshops and ESOL classes. Termly Ocean Maths sessions are held for all year groups across the school. In Early Years there are a number of family workshop projects. Half-termly family homework takes place for the whole school which is linked to topics across the Stepney Partnership schools.

Admission Arrangements and Transition

The school complies with the Equality Act 2010. Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body follows the LEA admissions criteria. The school liaises closely with the LA SEN Section and Pupil Services to support admissions practice.

Transition can be an anxious time for both children and parents especially for some children with SEN. As a school we recognise this and put a number of measures in place to offer support at this time. Advance planning for pupils in Year 6 is essential to allow appropriate options to be considered. Similarly, arrangements are made for children who will be joining our nursery and reception classes.

Children Transferring Within School

- In the summer term, transition meetings for all children on the special needs register are held with the child, their teacher and current SEN TA. The child is a participant (as age appropriate) in the drawing up of the transition plan.
- The current and receiving teacher meet to discuss the child and transition process.
- SEN Teaching Assistants who support children with EHC Plans have an opportunity to observe the child in their current class.

Children Transferring To or From Other Settings and Schools

- The SENCo endeavours to visit the child's previous setting to learn more about the child, meet with the key-workers and parents.
- Transition planning meetings are held as early as possible prior to transfer. Parents, school staff and professionals involved with the child's educational well-being are invited to attend. The child is invited to some of this meeting as appropriate. Information is shared and actions needed.
- Any additional training needs (e.g. medical training) for staff at Halley is put in place.

- The SENCo and Inclusion Advocate liaise with the SENCos of the receiving secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.
- A representative from the receiving secondary school is invited to attend the child's Annual Review.
- If a child has an EHC Plan, their SEN TA or Learning Mentor works with them in preparing for secondary transition, which may include the production of a communication passport.
- The child and parents are invited to attend Open Days and secondary visits.
- When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

In compliance with the statutory requirement to publish the School SEN Information Report, parents are able to access this on the school website.

Supporting Children at School with Medical Conditions

Pupils at Halley with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Arrangements are in place at Halley to support children with medical conditions. The school follows the statutory guidance Supporting Pupils at school with Medical Conditions 2014. Some children may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The SEND Code of Practice 2014 is followed as some children may have an EHC Plan which brings together health and social needs, as well as their special educational provision.

The school works in partnership with healthcare professionals to provide the appropriate support for children who have medical conditions. Halley has an allocated school nurse who visits regularly to write and review care plans for children who are aged 5 and above. The Inclusion Advocate is the school's designated staff member who oversees the medical needs of all children. This also includes administering medication as and when required, following the Care Plan of the individual child. Medicine given is logged in the class medical log book. The administration of emergency medication is recorded in the log book in the medical room.

Specific training is provided by healthcare professionals for a team of school staff who support children with complex medical conditions. As part of the transition process, medical training for staff takes place prior to the child starting and continues until staff are competent and confident. The school values the knowledge that parents bring about their child's needs and ensures that they are fully involved in the process.

Monitoring and Evaluation of SEN

The quality of SEN is monitored through whole school evaluation procedures which include observations, Local Authority visits, learning walks, evaluation of interventions, SEN Governor visits, School Self Evaluation (SSE), parent forums, teacher and pupil

views. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

Monies from the Government to the Local Authority provide the school with funding in its budget towards meeting the needs of pupils with SEN. The designated budget for 17-18 is projected as £135,391. The school plans and provides for pupils with SEN from its delegated budget. This includes Pupil Premium funding. The school spends this money on:

- Training for all teachers and teaching assistants so they can meet pupil's needs more effectively.
- There is a team of support teachers and teaching assistants.
- Cover time for class teachers to meet with the SENCo and specialist staff to plan effective provision for children.
- Specialist equipment and adaptations for individual children.
- Transport for school trips for children with a physical disability.
- Interventions delivered by the Learning Mentor.
- Interventions for all children who need additional support.

The details of how individual pupils receive support are recorded on their 'Individual Learning Plans' and annual review documents.

The school receives additional funding for pupils with EHC Plans which can provide additional support in class as required and appropriate for that child's needs. In some cases, depending on individual need this funding is used to provide direct contact with a Speech and Language Therapist employed by the school.

The allocation of resources within the school is based on providing the best possible provision to meet pupils' needs and to ensure that they make good progress and learn well. The impact is measured by key school staff at SSE meetings and during review of 'Individual Learning Plans' and at annual reviews.

All teacher and support staff undertake induction on taking up a post. This includes a meeting with either the head teacher or SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school works closely with Stephen Hawking School to provide staff training, dual placements and transition from special into mainstream education. The school also makes full use of the outreach programmes at Stephen Hawking School and Phoenix School, as written in EHC Plans. The SENCo is part of a SENCo cluster group within the Stepney Schools Partnership.

Different Staff Roles

Governing Body

The school governors have the following legal responsibilities to:

- Do their best to ensure that the necessary provision is made for any pupil who has SEN.
- Ensure that children's needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEN.
- Consult the Local Authority (LA) and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a child with SEN joins in the activities of the school together with children who do not have SEN. This should be both reasonably practical and compatible with the needs of the child and the efficient education of the pupils with whom they are educated.
- Ensure that parents are consulted about decisions by the school that SEN provision is being made for their child.

In doing so Governors will have regard to SEND Code 2014. One member of the Governing Body has a designated responsibility for SEN and inclusion and takes responsibility for monitoring that aspect of the school's work and policy and reporting to the full Governing Body.

It is important that there is good liaison between the SENCo and the Governing Body in order that the members are fully aware of SEN issues and provision within the school.

The Head Teacher

The Head Teacher, Wendy Otterburn-Hall has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The head teacher keeps the governing body fully informed and meets weekly with the school's SENCo to discuss any developments in the area of special needs within the school, Local Authority or national policy. The head teacher seeks out and shares best practice with the LA and other schools. The head teacher is also the lead designated teacher with specific responsibility for safeguarding and the advocate on the SLT for SEN.

The School Staff

All teachers are teachers of children with SEN and do their best to creatively adapt the curriculum to meet a range of needs. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN. Teachers meet regularly with the SENCo to review and renew individual learning plans for pupils with SEN.

The Special Educational Needs Co-ordinator (SENCo)

The SENCo is Katherine Maciejewski. She is a qualified teacher who holds the National Award for SEN Co-ordination. She works full time and can be contacted on the school's main telephone number. Her responsibilities include:

- Co-ordinating and overseeing provision for pupils with SEN.
- Liaising with the Head teacher where a looked-after child has SEN.
- Liaising with and advising fellow teachers.
- Managing SEN teaching assistants
- Liaising with parents of pupils with SEN.
- Liaising with children's centres, nursery and secondary school SENCos, educational psychologists, speech and language therapists and other health services.
- Liaising with the governors and in particular the SEN governor.
- Liaising with other members of the Inclusion team including Nilufa Salik (Inclusion Advocate and person responsible for meeting the medical needs of pupils), Samina Bahar (Learning Mentor) and all SEN Teaching Assistants (TAs).
- Liaising with the School Premises Manager about premises and access issues.

Accessibility

The school caters for all areas of SEN within a mainstream context. The school **does not** have an additionally resourced provision. The school welcomes applications for admission from the parents of children with mobility difficulties and is a barrier-free environment which makes it suitable for wheelchair access. There is one toilet for disabled pupils which is equipped with a hoist.

The school has close links with a neighbouring school and via a loan scheme accesses assisted technology for children who will benefit.

Children attend trips with their peers as part of the curriculum offer. Class teachers will consider and make accessibility arrangements and complete risk assessments when planning school trips.

Children with SEN will have the opportunity to attend activities outside of the school day in the same way as all children. The Out of School Hours Learning (OOSHL) Co-ordinator will consider accessibility for children with SEN when planning clubs. Children will be actively encouraged to attend clubs and these will be monitored by the (OOSHL) Co-ordinator for equal opportunities.

The governors will make every effort to accommodate a pupil's particular needs and work with the Local Authority to improve facilities.

Bullying

The school has an Anti-Bullying Policy. All staff have a responsibility to foster an inclusive learning environment, be aware of the signs of bullying, mitigate risk of bullying of vulnerable learners and ensure that action is taken and correct procedure is followed.

Dealing with Complaints

If a parent wishes to make a complaint they are able to make an appointment to speak with the Head Teacher, Wendy Otterburn-Hall or put their complaint in writing. The head teacher will do all that she can to resolve the matter. If a parent remains dissatisfied in the way in which their complaint has been handled, they are able to write to the Chair of Governors. All complaints will be dealt with under the terms of the Complaints Policy. A copy of this can be requested from the school office.

Under The Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014 parents may seek advice on resolving a disagreement about an EHC Plan with the LA through the Disagreement Resolution Service or Mediation Service. The school will make further information about this process available on request.

Success Criteria

The success of the education offered to children with SEN will be judged against the aims set out above. The policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

Specific success criteria for each year are laid out in the SEN Action Plan which is informed by and feeds directly into the School Improvement Plan.

Reviewing the Policy

Our offer to children with special educational needs was reviewed and amended in October 2017 by the SENCo. Members of the school community were involved in contributing to this policy in the spirit of current reform.

This policy will be reviewed in October 2018.