

**HEYGARTH PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES POLICY**

'Learning and Achieving Together for Life.'

We believe that we can make a difference by working together so that our children are well educated and acquire the essential skills that they need for the future..... for life.



We, the Governing Body of Heygarth Primary School, having considered and reviewed the attached policy, agree to accept all the Statements, Principles and Procedures as listed in the document.

Signed by Chair of the Governing Body:

Date policy written: January 2023

Policy review date: January 2024

Introduction

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014.

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:

- 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 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.

The SEND Local Offer is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Wirral that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<https://localofferwirral.org/>

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

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice 0-25 June 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and Objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum 2014 in line with the SEND Code of Practice June 2014. The school is committed to raising the aspirations and expectations for all pupils with special educational needs.

The objectives of the policy are:

- To identify the needs of pupils with SEND as early as possible;
- To work within the guidance provided in the SEND Code of Practice, 2014;

- To make appropriate provision to overcome the barriers to learning and ensure pupils with SEND have full access to the National Curriculum;
- To provide advice and support for all staff working with pupils who have special educational needs;
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education;
- To work with and in support of outside agencies when pupils' needs cannot be met by the school alone;
- To create a school environment where pupils can contribute to their own learning whilst encouraging relationships where pupils feel safe to voice their opinions of their own needs;
- To carefully and continuously monitor the progress of those pupils with SEND to ensure they reach their full potential.

Responsibility for the co-ordination of SEND provision

The responsibility for overseeing the provision for children with SEND lies with the Headteacher, the day to day provision of education for pupils with SEND will be overseen by the SENDCo and is the responsibility of all staff.

Our school SENDCo is Miss E Owen. She can be contacted via schooloffice@heygarth.wirral.sch.uk

Identifying Special Educational Needs

The SEND Code of Practice (June 2014) describes the four broad areas of need as being:

Communication and interaction

Children with speech, language and communication needs have difficulty in communicating with others. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties, through to profound and multiple learning difficulties. Specific learning difficulties affect one or more areas of learning, encompassing conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Other children may have disorders such as attention deficit disorder or attention deficit hyperactive disorder.

Sensory and/or physical needs

Some children may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided by the school. These difficulties can include vision impairment, hearing impairment or multi-sensory impairment.

At Heygarth, children's needs are identified by the school as early as possible (if a child's needs are not already made known to the school) in order to work out the appropriate action to be taken. Please see our school SEND information report for further detail on how we identify SEND.

A Graduated Approach to SEND Support

All pupils at Heygarth Primary School receive Quality First Teaching.

Wave 1

- a) 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;
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties;

- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied;
- d) The SENDCo will be consulted as needed for support and advice;
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward;
- f) Parents will be informed fully of every stage of their child's development and of the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school;
- g) Any agreed strategies or interventions will be formally recorded on a Personalised Support Plan which will be reviewed termly;
- h) Parents' evenings are used to monitor and assess the progress being made by children.

Wave 2

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child's name will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided for the child to address the specific needs identified consists of an on-going four part process which enables the provision to be refined as the understanding of the needs of the pupil grows. This process consists of:

- Assess
- Plan
- Do
- Review

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, such as Speech and Language (SALT), Special Educational Needs And Assessment Team (SENAAT) and in some cases the Educational Psychologist, 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 are 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, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents 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. The SENDCo will support staff involved in drawing up any plans to address a child's special educational needs and she will also liaise with the headteacher to review the work of the school in this area. 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 SENDCo.

Review

Reviews of a child's progress will be made termly. 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, where necessary, their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's

progress and development, making any necessary amendments to the PSP going forward, in consultation with parents and the pupil.

Monitoring and Evaluation of the provision

Provision for pupils with SEND and the expected outcomes from the interventions are recorded on PSPs, which are updated termly or as and when the intervention is changed or outcomes have been met and need extending. The plans reflect the information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments.

The SENDCo monitors the movement of all SEND children within the school system and keeps the school administrative staff informed so that records are kept up to date.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a statutory assessment process which can be requested by the school or by parents. 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 (EHCP) will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- Support staff
- SENDCO
- Headteacher
- Advice from Educational professionals e.g. Educational Psychologist, SENAAT
- 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 any targets set. A decision will be made by a group of professionals from education, health and social care about whether or not the child is eligible for an EHCP assessment. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (EHCPs)

- a. Following Statutory Assessment, an EHCP will be provided by Wirral Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents 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.

Supporting pupils and families

Further information about Education, Health and Care plans can be found on via the Wirral's SEND Local Offer:

<http://localofferwirral.org/>

The school has also produced a SEND Information Report which is published on the school's website under the SEND Information link and this report contains further SEND information. Admission arrangements for pupils can also be

found on the school's website. Transition to Secondary School can also be a worrying time for both parents and the child, particularly if the child has SEND, at Heygarth we do additional transition visits and talk at length to Secondary teachers about the children's special educational needs. We ensure all paperwork is passed on to them and they are made aware of any special requirements, both educationally and pastorally. Some children (again, particularly those with SEND) can find transition to a new class within school a stressful experience and for these children we offer internal transition support, suited to the needs of the individual child.

Supporting pupils at school 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 children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. The arrangements in place at Heygarth to support children at school with medical conditions are detailed in the school's 'Equality Policy' and this can be found on the school's website under the SEND Information link.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situations in literacy and maths. There are times, though, when to maximize learning, children are asked to work in small groups, or in a one-to-one situation outside the classroom.

Partnerships with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school.

Pupil participation

At Heygarth children are encouraged to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social, as well as educational skills. Children are involved at an appropriate level in setting targets on their PSPs and writing their one page profiles.

Links with other agencies

Heygarth invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Wirral Educational Psychology Service
- Wirral Inclusion team
- SEMH support (e.g. Gilbrook)
- Speech and Language
- Hearing Support
- Vision Support
- Special Outreach Services (e.g. Orrets Meadow, SENAAT, ASC team)

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

Training and resources

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. The SENDCo attends relevant SEND courses and the headteacher facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENDCo will also be responsible for co-ordinating any internal staff training in response to meeting the needs of the pupils. The SENDCO regularly attends Local Authority meetings to keep informed of local and national updates in SEND.

The headteacher is responsible for the operational management of the specified and agreed resources for special needs provision within the school, including the provision for children with EHCPs or Pupil Funding Agreements. The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The role of the Governing Body

The governing body has due regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The governing body has identified a governor, Ms H Cottrell, to have specific oversight of the school's provision for pupils with special educational needs and disabilities. The 'responsible person' in this school is the headteacher.

The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Complaints procedure

For matters not directly related to your child's academic progress, parents are invited to contact the school office and the Headteacher, Deputy Headteacher, Assistant Headteacher or SENDCO will be available to talk to you at a mutually convenient time.

If you feel your matter still has not been dealt with, you can follow the procedures outlined in our school complaints policy.

Reviewing the policy

The SEND co-ordinator will review the SEND policy annually which will then be presented to governors.