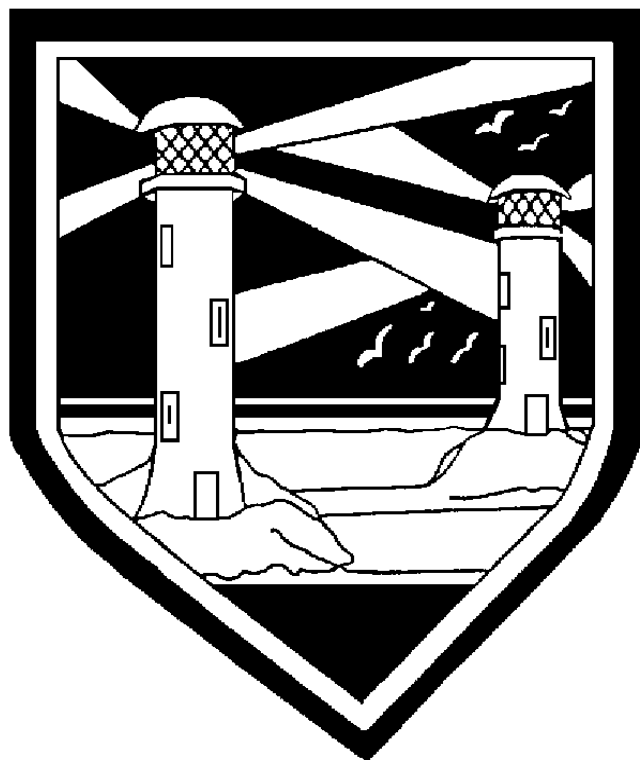


# Harwich Community Primary School and Nursery



## SEND (Special Education Needs and Disability) Policy

SEND Responsibility: Mrs J Boley

SEND Governor: Mrs K Rands

Document approved by staff:	24.5.2024
Document approved by governors:	18.7.2024
This Document is due for review:	May 2025

## Policy for the Determination and Implementation of Provision for Special Educational Needs and Disability

The Head Teacher is responsible for overseeing the provision for children with SEND. Harwich Community Primary School and Nursery's Special Needs Coordinator (SENCo) is Mrs Julie Boley who is a member of the Senior Management Team.

If you have an SEND issue you are invited to contact the SENCo via the school office on 01255 245440.

The SEND governor is Mrs Kelly Rands.

Assistant SENCo is Mrs. Emma Cutts

### Aims

At Harwich Community Primary School & Nursery we aim to provide an education of the highest possible quality in which the children are active participants, whilst valuing the individuality of each child.

As a school we aim to provide a differentiated and inclusive curriculum, which meets the needs of all of the children and ensures that those with special needs are fully included in the life of the school.

We have a positive whole school approach to all children. We aim to provide a calm, ordered atmosphere wherein children can fulfil their individual learning potential with access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

We will request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.

We will ensure a high level of staff expertise to meet pupil need through well-targeted continuing professional development.

We will support pupils with medical conditions to achieve full inclusion in all school led activities (when appropriate) by ensuring consultation with health, social care professionals as well as educational professionals in order to meet the medical needs of pupils.

We will work in a co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners.

Within this framework, we recognise the needs of each child and we offer support where appropriate.

## Definition of Special Educational Needs (SEN) or a Disability and the Four Areas of Need

At our school we use the definition for SEN and Disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream school setting in England.

Disability: Many children who have SEN may have a disability under the Equality Act 2010 - that is '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### The Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator at Harwich Community Primary School & Nursery is responsible for:

- day to day operation of the school's Special Educational Needs and Disability Policy;
- liaising with and advising all teachers and learning support assistants;
- co-ordinating provision for children with special needs;
- ensuring that the appropriate paperwork is up to date;
- liaising with the school's Wellbeing Mentor;
- liaising with parents of children with special needs and/or a Disability;
- contributing to the training of all learning support and pastoral assistants working with children with special needs;
- contributing to the in-service training of teaching staff;
- supporting class teachers in managing the graduated approach;
- taking the lead for managing provision of children with an EHCP including gathering and collating of all relevant information;
- reporting to the Governors;
- liaising with external agencies including the Special Educational Needs and Psychology Service and other support agencies, medical and social services and voluntary organisations;
- monitoring the progress of pupils with SEN and/or a Disability across the school;
- analysing data to ensure pupils with SEN and/or a Disability make progress from their starting points.

## **The Kinds of Special Educational Needs for Which Provision is Made at the School**

Children with SEN and/or a Disability have different needs, but the general presumption is that all children with SEN and/or a Disability but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school. For children with an EHCP, parents have the right to request a particular school.

## **How Our School Knows if Children Require Extra Help.**

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the child's previous school, regarding a pupil's level of progress or inclusion;
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills;
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress;
- A pupil asks for help, beyond what would normally be expected;
- Observation of the pupil indicates that they have additional needs.

There are four broad areas of need:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Mental and Emotional Health**
- 4. Sensory/ Physical**

## **What a Parent Can Do if They Think Their Child May Have Special Needs**

If parents have concerns relating to their child's learning, then please initially discuss these with your child's teacher. This may then result in a referral to the school SENCo whose name is Mrs. Julie Boley and whose contact details are 01255 245440.

Parents may also speak to the SENCo or the Head Teacher directly if they feel this is more appropriate and a meeting will be arranged.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

## How the School Supports a Child with SEN and/or a Disability.

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners;
- Children with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum;
- All children have individual national curriculum/EYFS targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Consultation Evenings;
- Children's attainments are tracked using the whole school tracking system/EYFS Insight Tracker and those failing to make expected levels of progress are identified very quickly. These children are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership Team and if appropriate, the pupil themselves;
- Additional action to increase the rate of progress will be then identified and recorded, that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the child;
- Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments;
- Action relating to SEN support will follow an 'Assess, Plan, Do and Review' model.

**Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the child's needs. Parents will be invited to this early discussion to support the identification of action to improve.

**Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the child will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.

**Do:** SEN support will be recorded on a plan (One Plan) that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the child will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

**Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the child.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

- Educational Psychologist Service including the Inclusion Partner and Engagement Facilitator.
- Educational Welfare Officers.
- Specialists in other schools e.g. teaching schools, special schools.
- Social Services.
- School Nurse Essex Child & Family Wellbeing Service - 'hcrq' Care Group
- Paediatric Services - Paediatrician, Speech and Language Therapy, Occupational Therapy, Physiotherapy & Continence Nurse.
- Child and Adolescent Mental Health Service (CAMHS)

In addition, the school will involve other external agencies as appropriate, including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with a SEN and/or a Disability and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

### **How the Curriculum is Matched to Each Child's Needs.**

Teachers plan, using pupils' current achievement levels, using a wide range of strategies (high quality teaching) and using adaptive teaching, to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCo and/or external specialists.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. Actions taken by the class teacher will be recorded and shared with parents.

### **How Parents Know How Their Child is Doing**

Attainments towards the identified outcomes will be shared with parents termly at least three times a year, through feedback regarding SEN support reviews but also through the school reporting system and Parents' Consultation Evenings.

Parents can help support their child with their learning by talking to the class teacher and/or SENCo/ASENCo.

## **Support for Children's Overall Wellbeing**

The school offers a wide variety of pastoral support for pupils. These include:

- Personal, Social, Health and Economic (PSHE) is taught discreetly throughout the curriculum and aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being;
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area;
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being;
- Pupils who find unstructured playtimes and lunch times difficult are provided with alternative small groups opportunities within the school and action is taken to develop their social interaction skills;
- The school has a 'Play Therapist', who supports agreed pupils weekly.
- The school has a Behaviour and Anti-bullying policy and this is audited annually for its provision in regard to ensuring pupils safety. This policy is available on our website.
- The school has a 'Wellbeing Mentor' who is also a newly qualified Emotional Literacy Support Assistant (ELSA) who supports children with their emotional wellbeing.

## **Pupils with Medical Needs**

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications are all 'First Aid' trained and are further supported by the school nurse. We also have one 'First Responders' as members of staff. All medicine administration procedures adhere to the LA and Department of Education (DfE) guidelines included within 'Supporting Pupils at School with Medical Conditions (DfE) 2014'.

## **How Will My Child be Included in Activities Outside the Classroom, Including School Trips**

Risk assessments are carried out and procedures are put in place to enable all children where possible to participate in all school activities. The school endeavours to have sufficient staff expertise to ensure that no child with SEN and/or a Disability is excluded from any school provided activity. In certain circumstances we may need to call on the support of a parent.

## **The School Environment**

As the school was built in 2003 it has slopes rather than steps in the main corridor and is designed to enable easy access for wheelchairs. It also has two disabled toilets and baby

changing facilities. It has two designated disabled parking places. The school hall and reception area have a hearing link.

### **Transition Arrangements**

Children transferring from playgroups and Nurseries are invited for a half day taster session. Their parents have one-to-one meetings with the class teacher and a 'Parental Talk'. The class teacher also makes visits to local Nurseries. If it is felt necessary additional visits will take place.

We have close links with local secondary schools.

All Year 6 pupils have an introductory day visit at 'The Harwich and Dovercourt High School'.

The co-ordinator of Year 7 from 'The Harwich and Dovercourt High School' visits the school at various times during the year to talk to children. Friendship groups are also discussed with the Year 6 teacher. Meetings/information sharing takes place between the Special Educational Needs Co-ordinators of the secondary schools to discuss children on the SEN register and to pass on relevant written information.

Extra visits to 'The Harwich and Dovercourt High School' are arranged for children with SEN and/or a Disability and other identified vulnerable children during the summer term before they move into secondary education.

The SENCo will arrange a meeting for the SENCos of the secondary schools to meet with parents of SEN and/or Disabled children if requested.

### **Training and Resources**

The Special Educational Needs Policy and DfE Guidelines are subject to regular whole school review and evaluation. The Headteacher, SENCo and designated governor discuss and review SEN and/or Disability issues regularly.

The SENCo attends relevant courses, including SENCo cluster groups and ensures all staff are familiar with developments in SEN. Staff will notify the SENCo if they need further training in school procedures or support for children. Training for both teaching and non-teaching staff is provided as necessary and the SENCo ensures all staff are aware of training available from the Local Authority 'Continuing Professional Development Programme' as well as outside agencies. Priorities for training with regard to SEN and Disability may be specified within the School Improvement Plan. Governors have access to SEN and Disability training.

The school receives funding from the Local Authority to respond to the needs of pupils with SEN and Disability. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities.

Essex County Council has produced

### **How the Decision Is Made About How Much Support Each Child Will Receive**

For pupils with SEN and/or a Disability but without a EHCP, the decision regarding the support provided will be taken at joint meetings with the Headteacher, SENCo, class teacher and parent. Outside agencies advice will also be taken into account.

For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review meeting.

There is a website link to the Local Authorities 'Local Offer' which offers local information, advice and support services and how to contact them as well as the information for parents and carers on mediation and conflict resolution services are

<http://www.essexlocaloffer.org.uk/content/about-local-offer> and

<http://www.essexlocaloffer.org.uk/category/one-planning-and-education-health-and-care-plan/>

[SEND Information, Advice and Support Service](#) provides information, advice and support to parents, carers, children and young people in relation to special educational needs and disability. If you wish to contact them you can do so by email at [send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk) or by telephone on 01245 204338.

### **Monitoring, Evaluation and Review of SEN Policy and Guidelines**

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. The SENCo and designated governor discuss and review SEN and Disability issues regularly. The policy is reviewed and updated annually in consultation with the Headteacher, school staff, governors and parents.

The quality and provision we offer all pupils is monitored by the senior management team through class observations, sampling the views of parents and pupils, observations of all staff and thorough monitoring of pupil progress through termly pupil progress meetings.

### **Complaints Procedure**

Parents/carers have access to their child's teacher through the 'Class Dojo' app. Parents can arrange to speak/meet with the teacher via Class Dojo or they can make an appointment via the school office.

Where parents are concerned about the arrangements made for their child, they can ask to speak to the Headteacher/Special Educational Needs Co-ordinator. This will be arranged as soon as possible following the request.

### **Partnership with Parents**

The school personnel work closely with all people who contribute to a child's learning and welfare in order to ensure that the most effective assessment and provision are used. There is within this school an established partnership with parents which will be developed through:

- home/school liaison books;
- Dojo's;
- regular formal/informal meetings;
- the requirements of the Special Educational Needs Code of Practice 2014.

**Glossary** (A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator

ELSA: Emotional Literacy Support Assistant