INTRODUCTION

This policy has been written in line with the revised Code of Practice.

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

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.

Henley Green ensures that there is a designated SEND Co/Inclusion Leader. We recognise that the SEND Co has three key strands to their work;

1. Strategic Development

The SEND Co has an important role to play with the headteacher and governing body, in determining the strategic development of SEND policy and provision in the school.

2. Day to day operational aspects

The SEND Co has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

3. Professional guidance

The SEND Co provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SEND Co should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. The SEND Co can play an important role in advising and contributing to the broader support engaged by schools and the professional development of other teachers and staff.
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2 Aims and objectives

2.1 The aims of this policy are:
• to create an environment that meets the special educational needs of each child;
• to ensure that the special educational needs of children are identified, assessed and provided for;
• to make clear the expectations of all partners in the process;
• to identify the roles and responsibilities of staff in providing for children's special educational needs;
• to enable all children to have full access to all elements of the school curriculum;
• to ensure that parents are able to play their part in supporting their child’s education;
• to ensure that our children have a voice in this process.

3. Accurate identification of the nature of individual need(s)

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

• they have significantly greater difficulty in learning than the majority of children of the same age;
• they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
• they are under school age and fall within the definitions above.

Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

The school makes provision for children with a range of needs identified broadly by the four areas;

1. cognitive and learning
2. communication and interaction
3. social, mental and emotional health
4. sensory and/or physical

We recognise that children may present with individual needs either within one of these areas or from across more than one of these areas. Successful inclusion is ensured by active engagement and collaborative working with parents, children and professionals in order to accurately identify, plan and meet individual need.

We will base this identification of your child’s special educational need on a range of up to date information to ensure it is accurate. We draw information from your child’s teacher assessment of their learning and their experience and understanding of the barriers to your child’s learning; we consider your child’s previous progress and attainment and their individual development in comparison to their peers and national data. We will always take into account your views as parent /carer, your child’s opinion and, where relevant, advice from external specialists services.

Where professionals from outside of Henley Green are already working with your child, then it will help us if you make us aware of their involvement, we can then agree through discussion with you whether we will contact them to liaise about how best to plan.
4. Inclusion and integration arrangements

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

• have different educational and behavioural needs and aspirations;
• require different strategies for learning;
• acquire, assimilate and communicate information at different rates;
• need a range of different teaching approaches and experiences.

4.2 Teachers respond to children’s needs by:

• providing support for children who need help with communication, language and literacy;
• planning to develop children’s understanding through the use of all available senses and experiences;
• planning for children’s full participation in learning, and in physical and practical activities;
• helping children to manage their behaviour and to take part in learning effectively and safely;
• helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Arrangements for special educational needs provision at Henley Green

Henley Green organises its support for special educational needs in the form of a four-part cycle. This makes sure that there is a clear process to follow in responding to your child’s needs and overcoming the barriers to their learning:

- Planning – We will consult with you and your child to agree the adjustments, interventions and support to be put in place. An important part of this agreement is the positive difference we expect the arrangements will make on your child’s progress, development and/or behaviour, as well as making a date for review.

  The support and intervention provided will be planned with a clear aim of meeting your child’s intended outcomes, the goals will be based on evidence of your child’s current knowledge and skills.

  We record accurate information outlining the support to overcome special educational needs that is provided over time. We will store this information on Henley Green’s pupil information system and we will make sure that all the teachers and staff who work with your child are aware of the arrangements.

  Depending on your child’s needs and the planned support for them to overcome barriers to their learning, we may ask you to be actively involved to reinforce or contribute to progress at home.

- Do - your child’s class teacher is responsible for your child’s achievement. This means that they will make sure the agreed support and/or arrangements are in place; they will plan it and be clear how its impact will be assessed in terms of helping your child to overcome the identified barriers to learning.
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It may involve them working with learning support assistants or visiting specialist staff set out as part of the support agreed. Your child’s class teacher will identify how additional support can be linked to classroom teaching to ensure the learning can be reinforced where it is appropriate.

- **Review** – your child’s class teacher will review the effectiveness of the support and interventions planned based on their progress towards the outcomes which have been agreed. This is an additional part of our standard process to regularly review every child’s learning and development during the school year. You may have informal and on-going conversations but there will always be a formal review process as part of the four stages of support.

The timeline for this will set at the planning stage for their support, we will invite you to meet formally three times during the school year to keep you informed about the impact of these arrangements. You are welcome to request additional meetings, or have discussions with your child’s class teacher, if you feel that your child’s progress needs to be considered sooner than the agreed meeting date.

This evaluation of your child’s progress and development will be informed by the goals which have been previously agreed as outcomes. You and your child, where appropriate, will have the chance to share your views about your experience of the support and the outcomes to this point, as part of this process. We will make sure that you have clear information about the impact of the support and interventions provided which will also make sure that you can contribute to planning next steps if your child requires further support.

Where necessary, we will repeat this four stage cycle to build our understanding of your child’s needs and best match support and intervention so that your child will make good progress and achieve good outcomes.

4.3 **In our school the SEND Co:**
- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children’s special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.

Involving external specialists to add to Henley Green provision for special educational needs

We work with a range of external professionals, where appropriate, to ensure that every pupil experiences the highest quality of teaching and support for their personal development, based on our staff knowledge and skills as well as teaching approaches and resources. We constantly review and refresh the external specialists with whom we work, based on the impact their commissioned work has on our pupil outcomes.
Some of the external specialists typically providing support for professional development and supporting the needs of individuals and groups of children include:

- Learning and Wellbeing Support Team (LAWSS)
- Coventry Communication, Interaction & Autism Support Service (CiASS)
- Educational Psychology Service (EPS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- Child and Adolescent Mental Health Service (CAMHS)
- Children Service and Families Team
- Social Care
- NSPCC
- Time 4 You
- School Nurse
- TAMHS
- Physiotherapy and The Safeguarding Children Board

If our close examination of your child’s progress reveals that they have made little progress over time, or they continue to work substantially below what is expected for children of their age, then we will consider involving specialist support. This will enable us to plan more detailed approaches. We will always discuss this with you in advance, and we will record the involvement of any additional external/specialist support in the same way as we detail school-based support through the four stages. Henley Green’s SEND Co will advise you at this stage about the options before finally deciding the next steps. See Coventry Local Offer for the Local Authority specialist support which may be available to support your child, depending on the nature and extent of their special educational need.

In some cases, we may talk with you about the option of considering a request for an Education, Health and Care assessment. This will only be when your child continues not to make progress despite planned support and clear information about your child’s special educational needs from review meetings.

4.4 Professional guidance and training for staff

A central part of the role of Assistant HeadTeacher for Achievement and Progression Henley Green includes the leadership, coordination and delivery of provision for special educational needs (SEND Co). This is to ensure that additional needs, including special educational needs, is a key consideration when examining pupil progress and attainment.

Henley Green plans staff training and development on an annual basis, and the SEND Co will directly inform that planning by the Senior Leadership Team with priorities arising from across the school and based on the SEND of our wider pupil group as appropriate, see Policy for Staff Development and Performance.

The SEND Co works with external professionals and agencies to ensure that teaching across Henley Green reflects the latest educational research in terms of how best to meet the additional needs of all our learners, and that it is appropriately resourced.

In addition, the SEND Co works with all class teachers at each stage of the four part cycle, although they may not be directly involved in terms of planning and review meetings with you as parent/carer. They will support class teachers with identifying relevant outcomes to address the concerns about their progress and attainment, they may advise about appropriate interventions and the effective implementation of that support, they may talk through what to adjust / refine to improve the arrangements, or they may discuss options for further assessment based on your child’s progress and experience of the support arrangements.

If the SEND Co is not currently directly involved in supporting you with regard to your child’s special educational needs and you would like them to be, then please ask your child’s class teacher to arrange for them to contact you.
5 The role of the governing body

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

5.2 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 LEA and other schools, when appropriate, and report annually to parents 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.

5.3 The governing body has identified a governor to have specific oversight of the school’s provision for pupils with special educational needs. The ‘responsible person’ in this school is the headteacher. The headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

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

6 Allocation of resources

6.1 The Leader is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

6.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

6.3 The headteacher and the Inclusion Leader meet annually to agree on how to use funds directly related to statements. The Inclusion Leader draws up the resources bid when the school is planning for the next school improvement plan.

7 Assessment

7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2 The class teacher and the Inclusion Leader monitors the children’s progress in line with existing school practices. This is an ongoing process.

7.3 The Leader works closely with parents and teachers to plan an appropriate programme of support.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the Inclusion Leader can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

7.5 The LEA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

8.1 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.
8.2 Teachers use a range of strategies to meet children’s special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 Passports to Progress, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

9.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

9.2 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The Governors’ Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

9.3 We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil participation

10.1 In our school we encourage children 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 Early Years Foundation Stage recognises the importance of children developing social as well as educational skills.

10.2 Children are involved at an appropriate level in setting targets in their Passports to Progress and in the review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

Monitoring and evaluation

11.1 The Inclusion Leader monitors the movement of children within the SEND system in school. She provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The leader is involved in supporting teachers involved in drawing up Individual Education Plans for children. The leader meets with members of the leadership team to review the work of the school in this area. The leader liaises with members of the Governing body updating them on practise developments and this can involve presentations at governing body meetings.

A meeting will be held with parents, teachers and the SEND Co to discuss if a child no longer requires support through Passports to Progress or additional intervention.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The Inclusion leader reports the outcome of the review to the full governing body.
Complaints procedure

We work to involve parents/carers at all times in their child’s educational provision. This includes informal discussions and formal arrangements such as annual reporting/parents evenings.

If however a parent/carer has a complaint about the SEND provision for their child they should;

- firstly arrange a meeting with the class teacher at a mutually convenient time
- if the situation has not been resolved arrange a meeting with the SEND Co and class teacher
- If the situation remains unresolved, an appointment should be made with the Head of the school.

We will endeavour to act swiftly and positively to address the issue directly. Please refer to our complaints policy for further information.

LINKS WITH OTHER POLICIES

This policy links closely with the following policies:

- Inclusion Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Racial Equality Policy
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Gifted and Talented Policy
- Assessment and reporting Policy
- Performance management Policy

Appendix:

SEND Information Report

Last Reviewed October 2016 (E Baxter)