

Harrison Primary School

Policy for Special Educational Needs

At Harrison Primary we value the abilities and achievements of all our pupils.

We know that many pupils, at some stage in their time at school, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We believe that every child has the same entitlement (right) to the whole school curriculum and we are committed to making this accessible to everyone. Our goal is to remove any barriers to learning and participation. Our ethos is based on the United Nations Convention for the Rights of the Child.

We aim to identify these barriers to learning and participation as they arise and to provide teaching and learning opportunities which enable everyone to achieve to the fullest of their potential. We believe that Special Educational Needs is a whole school issue in which all members of the school community - pupils, parents/carers, volunteer helpers, students, external agencies, staff and governors – are responsible for. All pupils, regardless of their specific needs, will have access to inclusive teaching to enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Audience:

Parents/carers, governors, teachers, Teaching Assistants (TAs), SENCo, volunteer helpers, student teachers, and external agencies.

Our aims:

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum, whatever their race, religion, abilities; whatever they think or say and whatever type of family they come from, (Article 2). Our SEN policy reinforces the need for teaching that is fully inclusive.

Harrison Primary values the abilities and achievements of all its pupils. At Harrison all pupils have the same entitlement to the whole school curriculum and we are committed to making this accessible to all children through differentiation/scaffolding and a variety of teaching styles, according to the individual needs of the pupils. Our goal is to remove barriers to learning and participation.

We recognise that pupils learn at different rates and that there are many factors influencing achievement, including ability, preferred learning styles, emotional state, age and maturity. We believe that education should develop each child's personality and talents to the full (Article 29). We are particularly aware of the needs of Key Stage 1 pupils, for whom, maturity is a crucial factor in terms of readiness to learn. All young people should be encouraged to reach the highest level of education they are capable of. (Article 28)

At Harrison Primary School we aim to identify the barriers to learning and participation as they arise and to provide teaching and learning contexts which enable every child to achieve to the fullest of their potential. We strive for genuine communication and partnership when working with parents and stress the importance of listening to the voice of the pupil and involving pupils experiencing SEN in planning their education. We think that children should have the right to say what they think should happen when adults are making decisions that affect them. (Article 12)

1. Basic Information about Harrison's SEN provision

1.1 The objectives of the governing body in making provision for pupils with special educational needs, and a description of how the governing body's special educational needs policy will contribute towards meeting those objectives.

- The progress of all pupils will be continually monitored using the school's assessment systems and regular assessments to identify needs as they arise.
- Pupils have a right to be given information appropriate to their understanding and to have their opinion taken into account in any matters affecting them.

- Full access to the curriculum* will be provided through differentiated planning by class teachers, SENCo and the Teaching Assistants as appropriate. (* Except where Disapplication, arising from an Education, Health and Care Plan occurs). Disapplication is very rare, and we aim to offer the full curriculum to all our pupils.
- Specific input, matched to individual need, will be provided if needed, in addition to differentiated classroom provision, for those pupils registered as experiencing SEN.
- Progress of pupils experiencing SEN will be reviewed regularly to provide the most effective and relevant learning provision.
- Through inclusive practice all members of the school community will respect the needs of pupils experiencing SEN.
- Inclusion is positively valued by all members of the school community.

1.2 The name of the person who is responsible for co-ordinating the day to day provision of education for pupils with special educational needs at the school (whether or not the person is known as the SEN co-ordinator).

- The SENCo is Sarah Thornley.

1.3 The arrangements which have been made for co-ordinating the provision of education for pupils with special educational needs at the school.

- The SENCo will meet with class teachers as required to discuss and review the progress of pupils who are identified as requiring SEN Support, children with Education, Health and Care Plans and those children in vulnerable groups (including those receiving pupil premium). All pupils are reviewed at least termly.
- SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by TAs throughout the school. The support timetable is reviewed as necessary, by the SENCo and the Management Team in line with current pupil needs, educational initiatives and the budget. Some additional support is funded through individual allocations from the LA.

1.4 The admission arrangements for pupils with special educational needs who do not have an Education, Health and Care Plan in so far as they differ from the arrangements for other pupils.

All children and young people should have a right to Primary education, which should be free (Article 28).

There are three Reception classes; pupils are allocated to each class by age, gender and need to ensure that there is balance in all classes. School aims to work closely with all parents/carers to listen to their views in order to build on the pupil's previous experiences.

Admission to Year R is on a full-time basis for children who are five during the Autumn Term and on a part-time basis for all other children for the first few weeks. These arrangements are flexible to cater for individual needs.

Prior to starting school, parents/carers of children with an Education, Health and Care Plan will be invited to discuss the provision that can be made to meet their identified needs. Advice from specialist support services will be sought and the requirements of the Disability Discrimination Act will be taken into account. If it is not considered possible for us to meet the identified needs and provisions because the placement would be incompatible with the efficient education of the other children with whom the child would be educated or with the efficient use of resources, the placement will be discussed with the SEN governor and taken to the full governing body in order for the final decision to be made. All pupil admissions must be approved by the governing body

and parents will be advised by the governing body if it is not possible to allocate a place to their child.

1.5 The kinds of provision for special educational needs in which the school specialises and any special units.

- There is no specialist unit at Harrison Primary
- The SENCo supports the teaching and provision for SEN within the mainstream school
- We have members of staff who are specialists in the following areas:

Mrs Fara Walpole - TALA (Therapeutic Active Listening Assistant)
Mrs Anneke Ring and Mrs Julie Collins - ELSAs (emotional literacy support assistant)
Mrs Claire Harris and Mrs Fara Walpole - Nurture support
Mrs Tracy Davison – Speech and Language Higher Level Teaching Assistant; ELKLAN ASC trained
Mrs Anita Neely - ELKLAN ASC trained
Mrs Tanya Hickman – support for LAC/PLAC children

1.6 Facilities for pupils with special educational needs at the school including facilities which increase or assist access to the school by pupils who are disabled.

Harrison Primary School is a single site school, with Key Stage 1 and Key Stage 2 classes mixed together around the school. The school is built on one level with occasional steps along the side corridors. All stairs have handrails. Entrance to the building is through the main lobby which is level and therefore suitable for wheelchair access. The entrances from the car park have ramps which are suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access at different levels which may involve having to go outside the school building and round. There is one accessible toilet. Any alterations to the school building would take account of the Disability Discrimination Act. An Accessibility Plan has been written and accepted by the Governors. We believe that children who have any kind of disability should have special care and support so that they can lead full and independent lives. (Article 23).

2. Allocation of Resources to and amongst Pupils:

2.1 How resources are allocated to and amongst pupils with special educational needs.

- Additional support for pupils is provided by TAs within classrooms. Children with Education, Health and Care Plans are supported according to the identified objectives and provision, additional individual help is also timetabled for children with an individual need.
- Resources for SEN are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is possible. Purchasing policies for all curriculum areas, reflect the need for resources to include provision for those with SEN.
- Specialist resources and external agencies are accessed for children with Education, Health and Care Plans after specialist advice has been sought.
- Training for the SENCo, the TAs is allocated from the school budget which includes the notional SEN budget.
- Support for Social, Emotional and Mental Health through nurture, TALA and ELSA.

2.2 How pupils with special educational needs are identified and their needs determined and reviewed.

- Children are identified as potentially experiencing SEN through the following criteria:
 - On entry to the school at any time if they have an Educational Psychologist assessed learning difficulty.
 - On entry to the school at any time if there is an Education, Health and Care Plan.
 - On entry to the school at any time if previously registered at SEN Support by another school or authority.
 - At any time if parents / carers have a concern which is not allayed by the class teacher and subsequent discussion with the SENCo.
 - At any time if the class teacher has a concern which, after discussion, the SENCo supports.
 - At any time if there is a substantial discrepancy between the pupil's attainment and their capability.
- A range of school based materials including Reading Tests, Spelling Tests and Numeracy Tests are used alongside LA and National materials to assess children's achievement and identify needs. Identified children are also screened for speech and language and literacy difficulties using a range of assessments.
- Children will be registered as experiencing SEN after discussion with the parents/carers and the class teacher at parent meeting and after discussion with the SENCo. Parents/carers will be involved by the class teacher throughout this stage to ensure they are in agreement with their child being registered and receiving additional support.
- Children will be registered as requiring SEN Support in the SEN Code of Practice 2015. (See Appendix 1 – SEN: Graduated approach – model of assessment and identification)
- Children registered as requiring SEN Support will be kept under review by the classroom teacher through discussion with any TA involved and will be reviewed on a termly basis with the SENCo. Parents will be informed and involved at all times.
- Children with Education, Health and Care Plans will also have an annual review to which all those working with the child will be invited and asked to contribute reports.
- Reviews and assessments made by parents/carers, previous schools, social services, health authorities etc will be used to inform the review process.
- All children will be working towards agreed targets and these will form the main focus of each review. Monitoring of these targets and planning will provide the evidence to agree movement between levels of support of the Code of Practice. Parents/carers will be informed if any changes to the level of registration are made.

2.3 Arrangements for providing access by pupils with special educational needs to a balanced and broadly based curriculum (including the National Curriculum). (Article 28 and 29)

- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Weekly and daily planning identifies individual learning targets which are matched to the needs of each child including those experiencing SEN. Differentiation/scaffolding takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Pupils can use alternative methods of responding or recording where this is appropriate.

2.4 How pupils with special educational needs engage in the activities of the school together with pupils who do not have special educational needs.

- Staff at Harrison Primary School value pupils of different abilities and support inclusion. (Article 23) We are continually scrutinising school cultures, policies and practices, in our aim to support developments in teaching and learning. We aim to remove barriers to participation and learning. Diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning of all. Children have the right to learn and use the language and customs of their families, whether these are shared by the community or not. (Article 30)
- Within the school staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children experiencing SEN will be part of this process. (Article 29)
- Where appropriate links with partner special schools are made and children included into mainstream schools on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place as above to ensure that inclusion is the most appropriate provision for all parties concerned.

2.5 How the governing body evaluate the success of the education which is provided at the school to pupils with special educational needs.

- The SENCo collates information as to the number of pupils identified as requiring SEN Support or an Education, Health and Care plan at least twice a year.
- The SENCo will meet with the SEN Governor to discuss current SEN concerns. The SEN Governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.
- Individual provision for SEN will be reviewed through 'SEN Support' provision. Targeted provision will be assessed and a summary of the outcomes arising from these targets will be reported to parents/carers.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- Class teachers set targets for all pupils at least twice a year. SEN Support targets are set more frequently according to the individual's level of need. Annotated samples of work will be kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Percentage targets are set for children to achieve national expectations at the end of Key Stage 1 and Key Stage 2. These targets aim towards increasing the number of children experiencing SEN achieving the national expectations in each Key Stage. We aim to ensure that all pupils leaving at the end of Key Stage 2 achieve a result which reflects the best of their abilities. Our success in all these areas is evaluated annually and reported to parents.

2.6 Any arrangements made by the governing body relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision made at the school.

- We strive to provide a good service to all pupils. We aim to work with parents/carers and solve problems co-operatively. We always value comments and constructive criticism. (Article 12)
- Comments or complaints should be addressed to the class teacher in the first instance. Our school has an established complaints procedure to deal with issues that cannot be resolved.

3. Information about the school's staffing policies and partnership with bodies beyond the school

3.1 Any arrangements made by the governing body relating to in-service training for staff in relation to special educational needs.

- The SENCo attends regular cluster meetings to update and revise developments in Special Needs education.
- SEN is targeted each year through the school's long term goals. In-Service training and individual professional development is matched to these targets and individual staff needs.
- In-house SEN training is provided through staff meetings by the SENCo, Subject Co-ordinators, Deputy Head, the Head of School and the Executive Head Teacher.
- All staff have access to professional development opportunities and are able to apply for SEN training where a need is identified. (Article 29)
- Teaching Assistants are encouraged to extend their own professional development as part of their professional review process. The Management Team will arrange access to County courses and ensure tailor-made training where this is appropriate.

3.2 The use made of teachers and facilities from outside the school including links with support services for special educational needs.

- Liaison with our partner pre-schools and secondary schools takes place to identify and discuss needs. Liaison also takes place with our special school partners.
- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCo as to the purpose of each visit.
- Specialists Teacher Advisors work in school to support children. Class teachers plan along side these specialist teachers and their advice is incorporated into their SEN Support Record as appropriate.
- The SENCo liaises fully with other professional agencies and will consult outside agencies at the request of staff and parents. The following are the external agencies who currently work closely with the school:

**Social Care Service
Educational Psychologist
School Nursing Team
Community Paediatricians
Speech Therapy Service
Physiotherapy Service
Occupational Therapy Service
Specialist Teacher Advisors Service
Heathfield Special School Outreach Service**

Early Help Hub Primary Behaviour Support Service

Other agencies will be contacted and involved as appropriate. Parents will be informed if any outside agency is involved.

3.3 The role played by the parents/carers of pupils with special educational needs

- Staff and parents/carers will work together to support pupils experiencing SEN.
- Parents/carers will be involved at all stages of the education planning process. At parent teacher meetings the class teacher will share SEN specific provision. The SENCo will be invited to this meeting if either the class teacher or the parent/carer thinks this is appropriate. We will respect the rights and responsibilities of families to direct and guide their children so that they grow and learn to use their rights properly. (Article 5)
- SEN Support provision will include targets to work towards at home, and parents/carers are always invited to contribute their views.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- A team of volunteer helpers is established and work with children during the school day.
- Parents/carers are able to make appointments with either the teacher or the SENCo at any time to discuss progress or concerns.

3.4 Any links with other schools, including special school, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.

- Year R staff meet with staff from partner pre-schools prior to pupils starting school. SEN concerns will be brought to the attention of the SENCo after this meeting. Where necessary the SENCo will arrange a further meeting and/or go on home visits.
- Class teachers of children joining from other schools will receive information from the previous school, if there is an SEN issue the SENCo will telephone to further discuss the child's needs. The SENCo will discuss those children leaving Harrison to go to other schools on request.
- We currently have links with Heathfield Special School and Haven Early Years Centre. We work closely with the other mainstream schools in our cluster group and with our feeder pre-schools.

3.5 Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with special educational needs.

- Health service professionals are consulted by the schools. Concerns are initially brought to the attention of the school nurse, by the SENCo, and referrals will be made as appropriate. Parents/carers are able to contact Child Health Services. All children have the right to good quality Health Care. (Article 24)
- Social services will be accessed through the Social Services Team and the Early Help Hub. Class teachers and TAs will alert the SENCo and the Designated Safeguarding Lead if there is a concern they would like discussed with these agencies.
- There are many voluntary organisations supporting SEN. Parents/carers will be given details of these groups on request or as appropriate.

Targets

Annual priorities vary according to the School Improvement Plan. However, that listed below is currently appropriate:

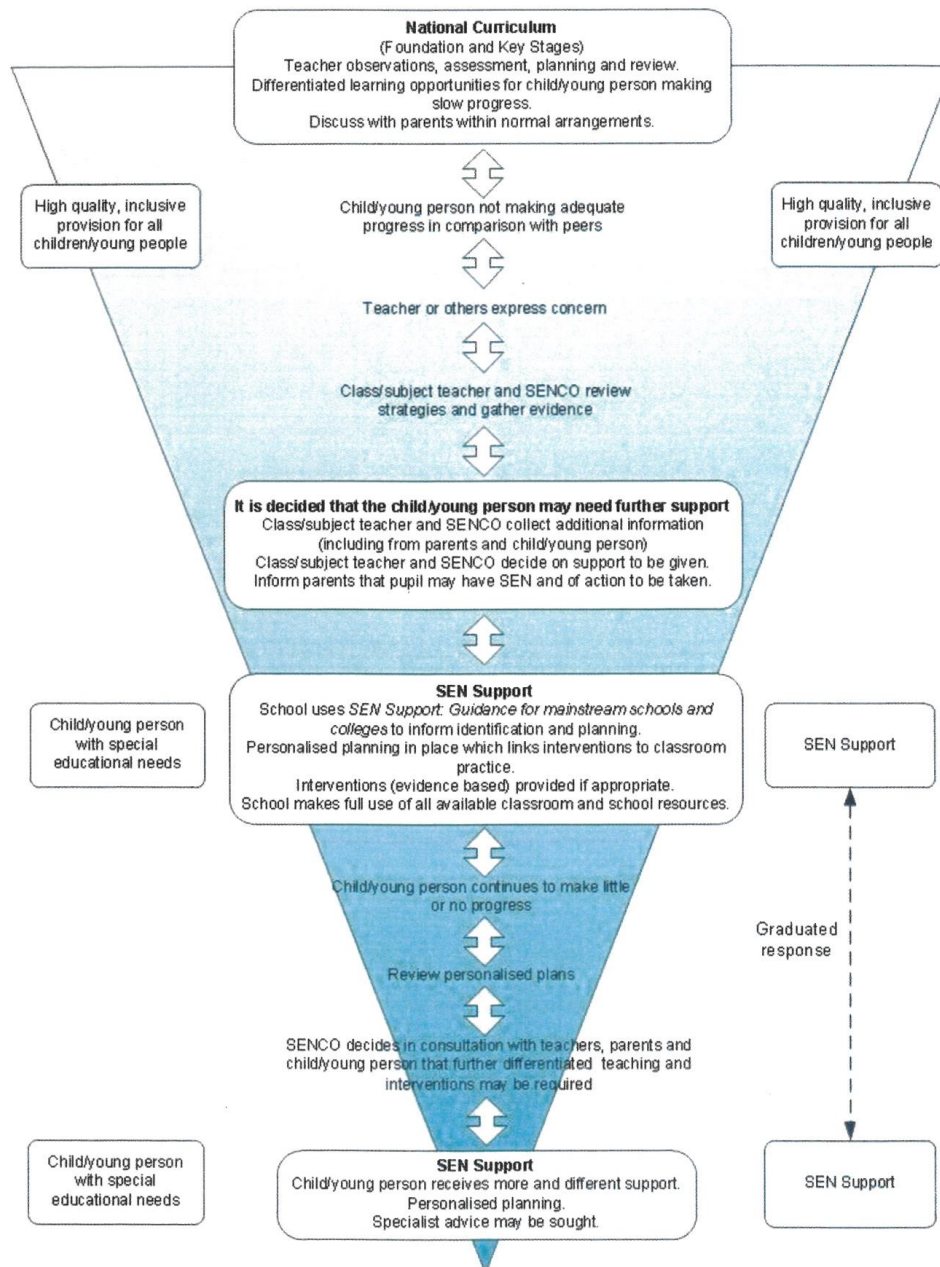
- To improve the quality of provision for individual needs through the development of social and emotional skills and attitudes that promote learners' success, well-being and mental health, leading to enhances outcomes.

Date Accepted by Governing Body: Jan 2009

Reviewed: September 2023

Next Review Due: September 2024

Special Educational Needs (SEN): graduated approach – model of assessment and identification



Appendix 2

The Special Needs Governor is Eniko Kocsis
Our TAs are:

Mrs Nicky Anderson
Mr Liam Artz
Mrs Debbie Bedford
Mrs Sarah Blackwell
Mrs Meena Blois
Mrs Kayleigh Bond
Miss Bethan Capocci
Mrs Lisa Clyma
Mrs Charlotte Collins
Mrs Julie Collins
Mrs Compton-Rae
Mrs Sandra Cooper
Mrs Tracy Davison
Mrs Cheryl Denford
Mrs Hannah Dewane
Miss Amy Dunaway
Mrs Claire Dunn Weedon
Miss Hayley Ellis
Mrs Carey Good
Mrs Emma Hawkins
Mrs Tanya Hickman
Mrs Toni Hinton
Mrs Mickey Hiscutt
Miss Polly Anna Hiscutt
Mrs Samm James
Mrs Anita Neely
Miss Eden Potter
Mrs Nuzhat Rehman
Mrs Claire Reid
Mrs Anneke Ring
Mrs Eri Robinson
Miss Caroline Springett
Mrs Melanie Sharpe
Mrs Christine Steele
Mrs Cintia Tovey
Mrs Alsion Trott
Mrs Fara Walpole