



## **Holybrook Primary School**

### **SEND and Inclusion Policy**

**Last reviewed:** July 2021

**To be reviewed:** Bi-annually

**Written by:** SENDCo and Inclusion team

**Ratified by Governors:** 9.10.23

#### **Introduction**

Our aim is to provide a broad and balanced curriculum for all children, who at any time might have an episode of need with regard to their academic, emotional or physical abilities.

Children have a special educational need or disability (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age.
- (b) Have a disability that prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age, in schools within the area of the local education authority.

A child has a disability if they:

- a) Have 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.

#### **Equality statement**

At Holybrook, all learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled or have special educational needs
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

#### **Aims and objectives**

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 in line with the graduated approach and the assess, plan, do, review cycle;
- 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.

### **Critical success factors**

- The culture, practice, management and deployment of resources are designed to ensure all children's needs are met.
- We identify and assess pupils with learning difficulties at an early stage, determine and make appropriate provision.
- Appropriate in-class and/or broader support are made available to pupils with special needs.
- The views and wishes of the child will be sought.
- All teachers, parent/carers and all others involved with SEND pupils work together to ensure all are well informed as to their requirements and progress.
- Professionals and parent/carers work in partnership, taking all views and opinions into account.
- We liaise with all external support agencies, implementing appropriate programmes.
- Provision and progress is monitored and reviewed regularly.

All information pertaining to individual pupils will remain confidential, being shared only by those adults involved with the child's progress.

### **Roles and Responsibilities**

SENDCo in Mainstream School: Joanna Jackson

SENDCo in Horizons Resourced Provision (RP): Carly Waerea

SEND Governor: Shona Crichton

**Pastoral team:** **Honora** Horsman and David Neen

### **Governors**

The Local Advisory Board will, in co-operation with the Head of School:

- Determine the school's general policy and approach to provision for children with SEND;
- Establish the appropriate staffing and funding arrangements;
- Maintain a general oversight of the school's work;
- Ensure that the needs of the SEND children are made known to all who are likely to teach them;
- Ensure that a pupil with special educational needs joins in all activities of the school so far as it is reasonably practical and compatible. Ensure the pupil receives the appropriate special educational provision their learning needs call for along with the efficient use of resources;
- Nominate a named governor for SEND (see above).

The Local Advisory Board will monitor the school's work on behalf of children with special educational needs.

### **Head of School**

The Head of School has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. They will keep the Local Advisory Board fully informed and, at the same time, work closely with the SEND co-ordinator.

## **Special Educational Needs & Disabilities Co-ordinators**

The SENDCos will work closely with the Headteacher, senior management, parents, the children's teachers and other professionals to help determine the strategic development of the SEND policy and provision within the whole context of the school improvement plan. They have responsibility for the day-to-day operation of the school's SEND policy and coordinates the provision for SEND pupils. The SENDCos will ensure that relevant information and data about individual children with SEND is collected, recorded and updated.

### **Class teachers**

All class teachers have responsibility for:

- Teaching the range of pupils within their class effectively across the curriculum areas;
- Identifying children with SEND;
- Use co-production strategies to liaise with parent/carers about the child's progress, and next steps using the assess, plan, do and review cycle
- Informing colleagues and those concerned with the child of any information imparted by parent/carers/ pertaining to the child's progress;
- Liaising with the SENDCo, Teaching Assistants (TAs), pupils, parent/carers and external agencies in writing Personal Learning Plans (PLPs). See Appendix 1:
- Recording the type and frequency of all additional provision and intervention for all pupils, including those with SEND, on their class Provision Map. See Appendix 2;
- Liaising with the pastoral team to support pupils in their class;
- Allocating TA time, if appropriate, from normal classroom provision to provide for children with SEND in their class.

### **Teaching Assistants**

TAs have responsibility for:

- Assisting the class teacher in the implementation of targets using Personal Learning Plans (PLPs);
- Supporting individual or groups of children in class under the direction of the class teacher;
- Delivering intervention programmes used in school or suggested by external professionals;
- Reporting back to class teachers about the progress of the children they work with.

### **Parent/carers**

Partnership between school and parent/carers is important in enabling children with SEND to achieve. Parent/carers hold key information and have a critical role to play in their child's education. Holybrook uses co-production strategies to ensure a balanced approach to a child's development.

If a parent/carer has a concern about their child's progress, they should speak to their child's key worker or class teacher. The school will also speak to the parent/carers if they have any concerns, so as to identify any intervention or programme of action that may be required. The school will signpost parent/carers to information about their child's entitlement within the SEND framework and where to access information, advice and support. The staff will focus on a child's strengths. The school will encourage sharing of parent/carers expertise and knowledge of their child and their special educational need or disability.

Statutory assessment – Parent/carers will be fully involved in the discussion leading up to any decision to request a statutory assessment. When this is proposed, parent/carers will be given comprehensive information on the process and supported and included in the application for an Education Health Care Needs Assessment (EHCNA).

### **LEA**

The LEA has responsibility to:

- Delegate appropriate additional funds to enable school to meet SEND provision
- Administer formal assessment procedures
- Arrange for the parent/carers of any child in their area with SEND to be provided with advice and information about matters relating to those needs.
- Take appropriate steps to make parent/carer partnership services known to parent/carers, Head teachers, schools and others they consider appropriate.

## **Pupils**

Children at Holybrook Primary School should feel confident that they will be listened to and their views valued. Our prospectus, home-school agreement, and behaviour policy ensure that pupils and parent/carers understand their rights and responsibilities with regard to the school. Pupils with SEND will, where possible, participate in the decision-making processes that occur in their education, including the setting of learning targets, contributing to PLPs and contributing to their annual reviews. However, the SEND Code of Practice recognises the need to maintain a balance between giving a child a voice and encouraging them to make decisions and overburdening them with decision-making procedures where they have insufficient experience and knowledge to make appropriate judgements without additional support.

All children at Holybrook Primary School are involved in making decisions from the start of their education. The ways they are encouraged to participate will reflect the child's evolving maturity. From an early age, children with SEND will be actively involved at an appropriate level in discussions about their PLP, including target setting so that their achievements can be noted and celebrated, as well as any difficulties clarified and addressed. They will be encouraged to share in the recording process and in monitoring and evaluating their own performance and will be invited to termly reviews with their parents/carers.

Pupils with an EHCP will have their views sought and recorded as part of the statutory annual review process, and if appropriate, will be invited to join the meeting.

Children with SEND / additional needs are celebrated in our half-termly Inclusion Newsletter when they have made excellent progress in their target areas.

## **Outside Agencies**

Holybrook Primary School works in co-operation with outside agencies in making provision for children with SEND. Many children have a range of difficulties that require a concerted approach from the school, healthcare professionals, social services departments, specialist learning support services and other providers. The school aims to work with these agencies to provide an integrated service. Termly Review Meetings (where appropriate) provide a forum for school staff, parents/carers and other agencies to co-ordinate their support for individual pupils with SEND.

## **Training and Staff Development**

The training needs of staff are planned in relation to the implementation of the performance management framework and whole school priorities associated with SEND.

## **Admission Arrangements**

Our admission policy does not discriminate against any pupils with special needs or others who are at risk from social exclusion. We liaise with outside agencies, e.g. Area Health Authority to become aware at the earliest opportunity of relevant information regarding individual pupils so that appropriate provision can be made.

A consultation process will take place between the LEA and school if a child with an EHCP is seeking a place at Holybrook. During this process, school will consider whether we can meet the child's needs outlined in the EHCP and if it is an appropriate setting for the child. We will also consider how admitting the child will impact on the other children in the class. This response will be returned to the LEA who will make the final decision about the child's placement.

## **Provision for children with SEND**

The SEND Code of Practice (2014) sets out a model of action and intervention. The code recommends that when a child is identified as having SEND, the school should intervene. A graduated approach is used to support children dependent on the child's learning needs.

## **Holybrook's Graduated Approach**

### **1) Identification of an initial concern about a child**

Children with additional needs are identified through termly discussion between class teacher and SENDCo or through Curriculum Impact Meeting between class teachers and senior leadership team. They can also be identified through discussion with parents or outside agencies.

- Use of class tracking data to highlight slow progress.
- Provision made for a child within an intervention group.
- Support identified on the class's provision map.
- Progress monitored by class teacher and SENCo / Senior Leadership Team.

Where child is starting to fall behind but does not yet meet the criteria for 'Below Age-Related Expectations' according to Bradford's Matrix of Need (see appendix 3), the SENDCo places child on the 'concerns' part of the SEND register. At this point, they do not need to have a Personal Learning Plan (PLP) written but will be closely monitored.

### **2) Identification of children with Special Educational Needs or Disabilities**

When a child's needs persist and they fall further behind despite receiving group intervention or support for up to 10 hours per week, they are moved onto the SEN register and placed at 'Below Age-Related Expectations'. These children can be identified in several ways:

- Identification through termly discussions between SENDCo and class teachers or at pupil progress meetings with senior leadership.
- Through the school tracking system (termly assessment results).
- Use of Bradford Matrix of Needs to establish that the child's needs meet the 'Below Age-Related Expectations' criteria.
- Through identifying physical difficulties (involvement of external agencies).
- Through screening for specific learning difficulties.

At this point, the SENDCo will mark the child on SIMS as being on the SEND register and as receiving 'School Support'.

The following support will be put into place:

- Intended support and provision identified to help child to meet these targets.
- Teacher writes PLP. These are saved electronically on T-Drive and paper copies saved in teacher's classroom SEN file.
- SMART (Specific, measurable, achievable, measurable, timed) learning targets set for each half term. These could be based on PIVATs targets or Classroom Monitor next steps.
- Behaviour targets set for Social, Emotional and Behavioural Difficulties with use of PSED PIVATs kept on T-drive.
- Parents' views sought including how they can help their child reach their targets. This can be done at parents' evening or in a separate meeting.

- Child's views sought about how they can help themselves to reach their targets and these are recorded on the 'pupil voice' section of the PLP.
- Parents receive a copy of the PLP along with the Parents' Guide.

### **3) Review of progress through termly assessment/records from intervention strategies.**

Teacher to review small-step targets each term. Discussion with teacher and SENCo on a termly basis to review SEN provision and progress.

- Discussion with parents/carers and child at parents' evening termly.
- New targets set and appropriate provision put into place.
- Annual Review held for pupils who have an EHC Plan.
- Copies of completed paperwork to be filed in SEN file on T drive.
- Targets / strategies to be shared with all staff working in the classroom.

### **4) Decision to remove from register/ move to the next stage of the 'Graduated Approach'**

This can be done in termly discussions with SENDCo.

#### Removal from register:

- SENDCo and teacher review evidence including data
- Parents to be informed if their child is no longer meeting 'Below Age-Related Expectation' criteria and is therefore not on the SEND register.
- Discussion with child.
- Child placed in the 'concerns' section of the SEN register, so progress can be monitored for a further term.

#### Move up to 'School Support':

- Parents/carers informed and their views sought. Their permission is required for referral to outside agencies.
- Discussion with child.
- SENDCo to complete paperwork for referral to appropriate agencies for child moving from 'Below Age-Related Expectations' to 'School Support'.
- For child to be at School Support, evidence of up to 19 hours of 1:1, 1:2 or group provision must be shown on an individual provision map.
- Evidence of provision to be provided by class teacher.
- Written advice from outside agencies to be filed in classroom SEN file and in SEN category CPOMS.

SENDCo to keep SEND register updated, noting down changes to range provision and recording changes on and off register on CPOMS. SENDCo to liaise with outside agencies.

### **5) Referral for EHCP assessment**

This will be considered if:

- A child is meeting a significant number EHCP criteria according to the Bradford Matrix of Need
- A child is not progressing despite 19 hours of 1:1, 1:2 or group provision being made.
- The teacher can evidence very little progress over at least two terms despite high levels of intervention.
- Outside agencies agree with school's judgement and provide supporting documents as evidence of the application.
- Parental views sought.
- Child to complete a 'This is me' document, which seeks their views.
- SENDCo to fill in relevant paperwork and coordinate meetings.

#### **Transition**

When children move schools at the end of Key Stage Two or at any other time, the school will transfer records. Holybrook Primary School has close links with local secondary schools. The SENDCos from local secondary schools, who receive our pupils, visit school in the summer term of Year 6 to discuss the SEND children and attend any annual review meetings when appropriate. Transitions between year groups will be managed according to the children individual needs and facilitated by the SENDCo. All SEND records will transfer to the high school ensuring continuity of support and provision.

Some children will transition from other primary settings to our Horizons Resourced Provision (RP) which is for children with Social, Emotional and Mental Health Difficulties (SEMH). Carly Waerea will carefully consider the needs of the pupil as outlined on their EHCP, arranging for the child and parent to visit the centre so that the pupil can become familiar with the setting before starting, aiding a smoother transition.

### **Monitoring and Evaluation**

The monitoring and evaluation for SEND provision is conducted as part of the school systems and structures for monitoring the quality of classroom provision and continuity and progression of the curriculum.

### **Success Criteria**

The success criteria for the SEND policy are:

- Children are correctly identified at different stages as outlined in the Code of Practice.
- A register is maintained of children with SEND with stages identified.
- A record is kept of all relevant documentation relating to each child on the register.
- Children with an episode of need are identified and monitored.
- PLPs are drawn up and implemented at for children who are fall into the SEND category of 'Below Age-Related Expectations' according to Bradford's Matrix of Need. These may be written with the support of external professionals.
- All children on the SEND register are making progress and achieving.
- All children on the SEND register are receiving the correct support.
- Children are meeting targets drawn up in their PLP.
- Early school-based intervention and good deployment of resources result in fewer children moving to the 'School Support' stage.
- A record is kept of meetings with parent/carers and outside agencies on CPOMS.
- School has used the full allocation of visits from Learning Support Services.
- Where outside agencies have been involved, reports have been received.