

Special Educational Needs and Disability Policy

Holbeach School is a two and three form entry primary school with a Nursery, serving the local community. We are situated in Catford in the London Borough of Lewisham. The school ethos and provision for children with special education needs and/or disabilities (SEND) enables them to make good progress.

We believe that every child is unique and learning should be personalised to meet their profile of need. All children, regardless of their learning difficulties or other disabilities, will have access to a broad, balanced and relevant curriculum. All teachers are teachers of SEND and are responsible for the progress of pupils with additional needs. We expect teachers to set high expectations for every pupil, whatever their prior attainment.

At Holbeach we believe that all children should have equality of opportunity in all aspects of their education. We have an inclusive ethos where children with SEND engage in all school activities as far as possible. Children who experience barriers to their learning will be supported and reasonable adjustments will be made to accommodate them.

Head of School	Tom Bulpitt
SEND Coordinator (SENCo)	Jane Wilson
The nominated link governors for SEN	James Ransom
Policy last reviewed	Summer Term 2024

Holbeach Aims and Objectives

At Holbeach we believe that:

- The early identification of pupils who have special educational needs and/or disability (SEND) is crucial to supporting pupils to reach their potential.
- All pupils, including those identified with SEND, are entitled to a broad and balanced curriculum with access to all subjects and areas of learning.
- Teachers are responsible and accountable for the progress and development of *every pupil* in their class, including where pupils access support from teaching assistants or specialist staff.
- Children and their parents should be fully involved in decisions around SEN.

At Holbeach we aim to:

- Build the early identification of SEND into the overall school approach which monitors the progress and development of all pupils.
- Where possible, provide the majority of SEND support through 'Quality First Teaching' in the classroom supplemented by focused interventions inside and outside the class as appropriate.
- Provide support, advice and training for staff regarding Special Educational Needs and Disability so that all staff are well placed to adapt their teaching in response to the challenges pupils with SEND may experience.
- Access specialist support and advice from outside agencies to enhance our understanding of SEND and the barriers pupils may be experiencing, as well as increase the effectiveness of Quality First Teaching in the classroom as well as interventions.
- Promptly inform parents/carers when we have a concern around a child's progress and when we are making additional educational provision for a child above that offered for every pupil through Quality First Teaching.
- Support all families by building good relationships, listening to their concerns and taking their views into consideration.
- Through all of our work, raise the aspirations of and expectations for all pupils including those with SEND.

What is a Special Educational Need (SEN)?

A child or young person can be identified as having Special Educational Needs if they have a learning difficulty or disability which calls for special and/or additional educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or a disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school.

Special Educational Provision is defined as being:

'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.'

(Educational Act 1996)

What is Disability?

Disability is defined under the Equality Act 2010 as:

'...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. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Schools **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers (SEN Code of practice 2014).

SEN Categories

In line with the Special Educational Needs and Disability Code of Practice 2014 we identify children at: -

1. **SEN Support** - This identifies that a pupil has a significantly greater difficulty learning than the majority of children of the same age. At this level of SEND the pupil will be provided with targeted support additional to the general provision offered by the teacher within the classroom. For example, a speech and language group or a specific intervention such as Catch Up Reading or Language for Thinking. It may involve assessment and support from outside agencies like Occupational Therapy, Speech and Language Therapy or an Educational Psychologist (see the local offer attached).
2. **Education Health and Care Plan (EHCP)** - Where a child continues to struggle to make progress despite being offered special educational provision through the school's budget, an EHC Plan can be applied for. This provides a higher level of funding to support a pupil. This funding will then be used to further support the pupil through, for example, enhanced adult/pupil ratios, the purchase of specialist equipment or additional specialist teaching sessions.

Broad areas of need as described in the Code of Practice 2014

1. Communication and Interaction - e.g. Autism, Speech and language difficulty
2. Cognition and Learning - e.g. dyslexia, memory or processing difficulty
3. Social, Emotional and Mental health difficulties e.g. ADHD
4. Sensory and/or physical needs - e.g. visual, hearing impairment

It is also important to consider what is NOT a Special Educational Need but may impact on progress and attainment:

- Attendance and punctuality
- Health and Welfare
- English As second Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of serviceman/woman
- Behaviour

Identifying and Managing Special Educational Needs at Holbeach

At Holbeach we aim to identify children experiencing a learning difficulty as early as possible. The identification of SEN is built into the overall school approach when monitoring the progress and development of all pupils. Progress is discussed and monitored each term, through Pupil Progress and/or SEN meetings attended by senior leaders and class-based staff. These meetings are used to highlight where progress is a concern as well as provide the opportunity to discuss pupils experiencing learning difficulties in more detail and plan targeted interventions to address these needs. We aim to provide a focus on outcomes for children and young people and not just hours of provision/support.

In accordance with the SEND Code of Practice 2014 the school follows the **Graduated Approach** of 'Assess, Plan, Do, Review' when identifying, assessing and providing for children with SEND. This approach recognises that there is a continuum of need. In some cases external, specialist expertise may be called upon to assist with the Graduated Approach.

The Graduated Approach

Assess:

- All children are assessed regularly through formative and summative assessment.
- Class teachers make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances. This may include:
 - Pupils whose progress is significantly slower than that of their peers starting from the same baseline
 - Pupils whose progress has slowed and does not match previous rates of progress
 - Pupils whose attainment is much lower than that expected for their age.
 - Pupils who have a specific difficulty in one particular area
- Teachers continually monitor and assess the wellbeing of the pupils in their class.
- Outcomes of both formative and summative assessment are used by class based and senior staff to evaluate the progress of all pupils and highlight concerns.
- The first response to poor progress and low attainment is high quality teaching targeted at areas of weakness. Where progress or attainment continues to be less than expected, the class teacher will discuss these with parents/carers and with the SENCo.
- Where concerns continue, additional assessments and/or interventions will be offered (see below).
- With parental consent, outside agencies may be invited to assess a pupil and work with class-based staff to adapt teaching and/or the environment.

Plan:

- At Pupil Progress and/or SEN meetings the class teacher, SENCo and senior staff will decide on class-based interventions and adaptations. These will be delivered by the teacher and teaching assistant.

- Where the impact of class-based interventions are limited, targeted interventions will be planned and set up using specialist teachers or teaching assistants. These interventions may be delivered individually or as part of a group.
- Interventions will be evaluated against specific learning targets, usually after a term although this time frame may be longer.
- Where appropriate, outside agencies may be called in for assessment and advice. These professionals may support the delivery of targeted interventions, provide specialist support and/or set targets for individual pupils.
- Where it has been decided to provide a pupil with specialist SEND support, the parents will be notified by the class teacher, their opinions sought and consent obtained for any involvement with outside agencies.

Do:

- The first step in responding to pupils who have SEND is to provide 'Quality First Teaching' differentiated for individual pupils. Additional interventions cannot compensate for a lack of good quality teaching.
- Interventions will be completed within an agreed time period.
- Targets are agreed between the class teacher and the person delivering the intervention. Where possible these targets are reinforced in the classroom.
- At all times the class teacher maintains overall responsibility for the learning of all the pupils in their class.
- Teachers need to ensure that SEN pupils receive regular teacher support in the classroom as well as working with teaching assistants. Any interventions offered will be planned collaboratively and the class teacher is responsible for ensuring these interventions take place.

Review:

- Attainment is reviewed again at the next Pupil Progress/SEN meeting to determine whether any classroom adaptations and interventions have impacted attainment.
- Interventions outside of the classroom have specific targets and these are reviewed collaboratively between class-based staff and the SENCo at the end of the intervention period.
- Where a pupil has an EHCP, the SENCo and local authority must review the plan every 12 months. Parents and Lewisham representatives are invited to these review meetings.
- The class teacher will consult with parents and pupils regarding setting targets as well as reviewing the impact and outcomes of support. This could be at parent evenings or at other specified times. Additionally, the SENCo and specialist staff will liaise with parents.

Provision Mapping

Interventions for all pupils are recorded to provide an overview of support for each pupil over their primary school years. Monitoring provision over time can be useful to demonstrate progress made or lack of progress despite the interventions provided and/or show a possible need for outside agency assessment and/or support.

Initial Concerns

The school keeps a record of those children for whom emerging concerns around learning exist but who are not yet identified as having a Special Educational Need. These concerns may be highlighted by school or parents/carers. In both cases home and school will work together to complete an 'Initial Concerns Form' and identify actions and strategies to implement in the classroom to support the pupil. These actions are likely to include providing learning resources for in class use, using specific classroom strategies such as modelling language, providing movement breaks or arranging for a vision/ hearing check.

It would not be expected that a referral to an external service (such as speech and language or educational psychology) would be made at this point, although informal advice might be sought to inform the strategies adopted by class-based staff or parents/carers may be directed to Local Authority Drop-in sessions.

Initial Concerns will be kept under review and the pupil's progress will be monitored by class-based staff. After a maximum period of two terms and in consultation with the parents/carers and school SENCo, the Initial Concern will be reviewed. Where the pupil is making good progress, the Initial Concern will be closed or if progress remains a concern, the pupil will be added onto the SEN list and support offered through the school's SEN provision. In all cases the Initial Concern will be kept in the pupil's file as a record.

Managing Pupils Needs on the SEN register

- The school maintains a school register of all pupils placed within the SEN support category as well as those with an EHC Plan.
- The register is updated as needed and formally reviewed termly at SEN meetings.
- At pupil progress meetings the teacher, head and SENCo will consider which pupils need to be on the SEN register or who may be removed.
- Parent's views will be sought and they will be kept fully informed.
- Pupil's views will be sought where possible.

Criteria for exiting the SEN register

- Meeting/ exceeding intervention and class targets.
- Making expected or greater than expected progress.
- Attainment is within the range expected for their class/age group and has been maintained at this level for at least 2 terms.

- Social, Emotional and Mental health difficulties have been resolved.
- Outside agency intervention has been completed.

Parental Involvement

- At Holbeach we believe that our partnership with parents is crucial.
- Parental anxieties can be eased through good communication with the school.
- The school will always ensure that parents are kept aware of their child's progress.
- Communication with the school will include short meetings before or after school with the parents, parent's evenings, notes sent home, involvement in target setting, annual reviews and ad hoc meetings where needed or requested.

Roles and Responsibilities

Role of SEN Governors

- It is the statutory duty of the SEND Governor to ensure that the school follows its responsibilities in meeting the needs of pupils with SEND.
- Governors will meet regular with the SENCo to review the school's SEN provision.
- The SEND governors are Katie Drew and Ben Pitcher.

Role of the SENCo

- The SENCo maintains an up to date record of children with additional needs in the school.
- The SENCo oversees the day to day operation of the school's SEND policy reviews its effectiveness.
- The SENCo co-ordinates the provision for children with SEND across the school.
- The SENCo liaises with and support teachers around the development of appropriate teaching strategies and resources.
- The SENCo keeps class-based staff informed of any planned interventions and takes a lead in the development of timetables for these.
- The SENCo liaises with the link SEND governors and reports annually to the Governing Body.
- The SENCo oversees the records for all children with SEND .
- The SENCo liaises and supports the parents and carers of children with SEND.
- The SENCo is responsible for auditing staff training needs as well as planning and contributing to staff SEND continuing professional development.
- The SENCo liaises with external agencies.
- The SENCo initiates and conducts annual statutory review meetings.
- The SENCo pays due regard to The Disability Discrimination Act (DDA), The Single Equality Act 2010, and requirements for accessibility planning.
- The SENCo ensures all school policies are non-discriminatory in relation to pupils with SEND or treat them less favourably.

Role of the Class Teacher

- Teachers are responsible and accountable for the progress and development of every pupil in their class, including pupils who access support from teaching assistants or specialist staff.
- Teachers need to ensure that they have a full understanding of the needs of SEND pupils in their class and know the requirements set out in a pupil's EHC Plan.
- Teachers need to provide all SEN pupils with regular teacher support time as well as teaching assistant support. This will ensure that teachers maintain a clear understanding of strengths and needs in order to support differentiation and intervention planning.
- The first step in responding to pupils who have SEND is for class teachers to provide 'Quality First Teaching' differentiated for individual pupils. Additional interventions cannot compensate for a lack of good quality teaching.
- Teachers are expected to take the lead in ensuring that all planned interventions are taking place and where they are not to liaise with the school SENCO promptly in order to problem solve.
- Teachers are expected to liaise regularly with teaching assistants in order to provide them with a clear plan for their in-class support.
- Teachers need to liaise with personnel running interventions outside the classroom, ensuring that they are aware of the targets set. Where possible these targets should then be reinforced in the classroom.

Role of Teaching Assistants supporting SEN pupils

- Teaching assistants support pupils on the SEN list individually or within a group as directed by the class teacher.
- Teaching assistants liaise with the class teacher so that they are aware of learning targets set out by the teacher/ SENCo and those set for interventions outside the classroom.
- Teaching assistants communicate with the teacher about work planned and feed back to the teacher any difficulties or progress made.
- Teaching assistants carry out specific interventions planned by the teacher, outside agencies or SENCo.

Complaints and Feedback

- Any concerns about a child's progress or wellbeing should be raised in the first instance with the class teacher.
- If there is a specific SEND concern please contact the SENCo to make an appointment.
- All complaints will be dealt with in line with Holbeach Primary School's complaints procedure. Parents can meet with key members of staff by making an appointment through the school office.

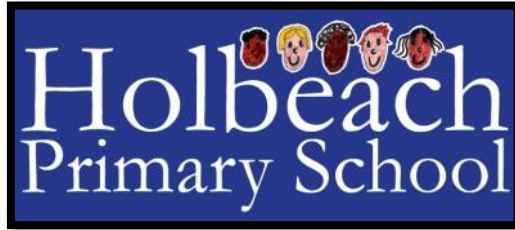
Accessibility

The Disability and Discrimination Act (DDA) as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan and to increase over time the accessibility of schools, for disabled pupils and to implement their plans. Further details relating to accessibility can be found in the School Accessibility Policy and Plan.

Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under

- Articles 7 and 24 of the United Nation Convention of the Right of Persons with Disabilities'
- Education Act 1996
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (June 2014)
- School Admissions Code of PRACTICE
- The Special Educational Needs and Disability Regulations 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with Medical Conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012



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Signed:

..... Sharon Farnley

Chair of Governors:

Sharon Farnley

(please print name)

Signed:

..... T Bulpitt

Headteacher:

Tom Bulpitt

(please print name)

Date of Policy: July 2024

Date of Review: July 2027