



HOLMLEIGH PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

REVIEWED: March 2024

NEXT REVIEW: March 2025

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

At Holmleigh Primary School, we believe that every child should have access to a diverse, high quality curriculum in order to reach their full potential. Every teacher is an inclusive teacher – a teacher of all children no matter what their requirements. This policy, in conjunction with our schools SEND Information Report, sets out how we aim to achieve this.

Holmleigh Primary School is a one form entry, multicultural school in North London, with full time Nursery provision. The school employs a part-time SENDCo.

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1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education (September 2023)
- Accessibility Plan
- Teacher’s Standards 2012

2. Aims

At Holmleigh Primary School, we aim to enable all pupils to achieve their full potential. We believe that an inclusive pedagogy which starts with quality first teaching is the right of all children. We believe that parents and children with SEND should be an integral part of the decision making process and will work with them to ensure that children achieve the best possible outcomes.

We also work closely with external agencies to ensure the support in place is the right support for pupils needs.

We are committed to developing all staff as teachers and leaders of SEND and engage in regular, high quality training to develop our skills, knowledge and expertise in meeting the needs of all of our children including children with SEND.

3. Objectives

To achieve the aims stated above the school will:

- Work within the guidance provided in the SEND Code of Practice 2015
- Identify as early as possible and support pupils who have special educational needs and additional needs
- Focus on the ‘whole child’ to ensure our provision best meets the needs of each pupil with special educational needs

- Provide training, support and advice for all staff to meet the individual needs of the children with special educational needs and disabilities

4. Definition

The SEND Code of Practice defines special educational need as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

SEND Code of Practice, p 15-16

5. Identifying Special Educational Needs

There are five recognised areas of special educational needs in Hackney, however in practice, individual children often have co-occurring needs and may require support in more than one areas and their needs may change over time.

These areas are used to enable the school to plan for the range of needs that pupils may exhibit. We use a range of assessments and support from our school's link Educational Psychologist, Speech and Language Therapists, School Nurse and Specialist Teachers to identify pupil's needs, however, this identification is to ensure that suitable provision is made to support pupils and not to try and fit pupils into a particular category or limit their access to a full enriching curriculum.

- Communication and Interaction
- Cognition and learning

- Social, Emotional and Mental Health
- Sensory and/or Physical
- Self-help and independence skills

What does not constitute Special Educational Needs

At Holmleigh Primary School, we consider the whole child and not just the special educational needs they may present. We also consider the impact that other factors may have on a child's progress and attainment such as;

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium funding
- Being a Looked After Child (LAC)
- Being a child of a serviceman/woman

Children are not regarded as having a learning difficulty solely because their home language is different from English.

Challenging behaviour is no longer seen as a recognised need, though it may point to an underlying social, emotional or mental health issue. It is important to identify why a child may be presenting with such behaviours as we believe that through the behaviour children communicate a need or a want and the school should work with parents to identify.

6. Roles and Responsibilities

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching that is adapted to support a range of needs.
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

Class teachers are responsible for:

- The progress and development of every pupil in their class – setting SMART targets
- Working closely with any ESA's or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to adaptations and quality first teaching

- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

7. A graduated approach to SEN support

At Holmleigh, class teachers are responsible and accountable for the progress and development of all pupils in their class, including those identified as SEND and those who access support from Education Support Assistants (ESAs) or Specialist Teachers.

Quality first teaching, which includes scaffolding and/or differentiation for individual pupils is the first step in supporting pupils with SEND. To ensure our pupils have access to high quality teaching, planning reviews are undertaken by members of the Senior Leadership Team. Lesson plans are checked for high quality learning intentions, adaptations and where necessary, clearly differentiated tasks. We expect lessons to include visual and concrete resources, key vocabulary and scaffolding to enable all pupils to access the work whilst providing a good level of challenge. Leaders observe lessons on a regular basis and where necessary, steps are taken to support teachers to deliver high quality adaptive teaching and resource provision.

8. Identifying pupils with SEND and assessing their needs

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The process below is based on the **Assess- Plan- Do-Review Cycle** from the SEND Code of Practice 2015.

When deciding whether special educational provision is required, we will start by discussing concerns with the child's teacher and any other staff familiar with the pupil, parents/carers, the child (where possible) and the SENDCo.

The child will then be placed on the **Watch List** and adaptations and appropriate in class support given will be reviewed regularly by the class teacher. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

If the concerns continue and the pupils remains on the **Watch List** for ½ a term, teachers refer pupils to the SENDCo using a cause for concern sheet, on which they outline:

- which area or areas of concern they have
- how these difficulties are impacting on the way the child is accessing the curriculum
- what adaptations that have been made including ways in which work has been differentiated
- Which interventions have been accessed and the outcomes of these.

The SENDCo will then contact the child's parents and arrange to meet them and the class teacher to discuss the concerns and the next steps. Strategies and interventions arising from this meeting will then be planned for and put in place and reviewed ½ termly.

After the review, if concerns still remain, the child can be placed on to the SEN register. This is done with consent from parents/carers. A **School Support Plan** and a **Pupil's One Page Profile** will be put together with all parties involved. The pupil's progress will subsequently be reviewed termly with parents and the child (when appropriate) and a decision will be made about next steps; stop interventions due to their success, continue with targeted interventions and adaptations for another period and review again. Any interventions put in place, will be recorded on the school's provision map and the child will then be recorded as being monitored on the school SEND monitoring register.

The above is part of a cycle of assess, plan, do, review – the graduated approach. If concerns continue to persist and progress is not made, we would refer the child to the appropriate outside agency to get further support and targeted interventions. This could be; speech and language therapist, educational psychologist, specialist SEN teacher.

For pupils whose need more targeted support, their needs are likely to be more complex and the approach to meeting these needs will be even more personalized and individualized with an Education, Health and Care Plan.

9. Managing pupils' needs on the SEND register

The SENDCo will keep an up-to-date register of pupils identified to have SEND and the category of need which best describes their needs. This will be reviewed termly following the pupil progress review meetings with class teachers, SLT and the Head Teacher.

All pupils on the SEND register will be categorised by the level of support received as either SEN Support or Education Health and Care Plan (EHCP). Pupils categorised as receiving SEN Support may only be supported in school via their School Support Plan or they may have involvement from an external agency, such as Speech and Language.

If the school is unable to fully meet the needs of a child through our own provision arrangements, we will contact the appropriate external agencies and seek advice. This may include working with the school's link Speech and Language therapist to devise a tailored programme for a particular child or group of children; working with specialist teachers to develop specific interventions or referring pupils with emotional health needs to CAMHS or First Steps. The school is allocated a core amount of time with the Speech and Language Therapist Team and the Educational Psychology Team. In addition to this, the school buys in Speech and Language Therapist time through the Hackney Education's Inclusion and Specialist Service. The level of provision required is established by reviewing the needs of the children on the school's SEND register. The cost is calculated and reviewed by the Senior Leadership team during the schools budgeting process.

Once a child has been identified as needing SEND Support, advice from outside agencies, such as the School Nurse, the school's link Educational Psychologist and Speech and Language Therapist may be sought. The advice from these agencies will be put into action and documented on the School Support Plan (SSP). SSPs are working documents and will be evidenced, maintained and updated by the child's class teacher, using contributions from any member of staff that work with the child. The SSPs will be monitored by the SENDCo and will be reviewed by the SENDCo, with the class teacher, the child's parents/carers and the child themselves, each term. If a child is identified as requiring in school provision only, the provision and the intended aims and outcomes allocated to a child on the SEND register will be recorded on the school provision map, which will be maintained and updated by the school's SENDCo.

In some cases, a child may require higher levels of provision to enable the school to meet their needs. In these cases, the school will submit a request to The Hackney Education, with full consultation and involvement of the parent/carer and where appropriate the pupil, for a needs assessment, which may or may not lead to an Education, Health and Care Plan. Parents may also make their own request for assessment for an EHCP.

Where the SENDCo, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be removed from the SEND register.

10. Criteria for exiting the SEND register.

A child may be removed from the SEND register after a review meeting, if their assessment shows that the interventions have been successful and it is felt that they will be able to continue to make good progress, and maintain their level of attainment, without further support. The child will continue to be monitored by their class teacher, to ensure that they continue to make progress. If there are any concerns, then the child will need to be referred back to the SENDCo and, after discussion with the child, class teacher and parents/carers, the child may be placed back on to the SEND register.

11. Supporting families.

We know that the best outcomes for pupils is achieved when parents and staff work in partnership. We arrange regular SEND coffee mornings to share concerns; updates and introduce key adults involved in the SEND provision at our school. We also hold parent workshops related to specific areas of SEND to inform parents of ways they can work in partnership with the school to support their children.

The Hackney Education has a Local Offer, which can be found at;

<http://www.hackneylocaloffer.co.uk/kb5/hackney/fsd/localoffer.page>. This website provides information regarding the different agencies that can be accessed as part of Hackney's SEND provision. This includes Child Care, Health and Specialist Services, Family Support, Education and Money.

12. Supporting pupil voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights whilst becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions. We want our pupils to feel confident that they can participate fully in Holmleigh school life.

How the school will do this:

- Self-knowledge is the first step towards effective self-advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEND are involved as fully as possible in monitoring and reviewing their progress and in making decisions about future support and provision. Their views are recorded and shared with staff, parents and key adults from external agencies involved in their provision.
- All staff will actively listen to and address any concerns raised by children themselves.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to the next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person or preparing a statement to be shared at the meeting.

13. Supporting pupils at school with medical conditions

At Holmleigh Primary School, we recognise that pupils with medical conditions need to be properly supported to ensure that they can gain full access to education, including school trips and physical education. The school complies with its duties under the Equality Act 2010.

In some cases, pupils with disabilities may also have a School Support plan or EHC plan which brings together their health and social needs as well as their educational provision.

Holmleigh is a one-storey building which is partially wheelchair accessible. We have a disabled toilet located in the KS2 corridor. We have staff trained to carry Epi-pen and Epilepsy medication. We have regular training for Epilepsy and Anaphylactic shock conditions. The school has access to home tuition services, which will be put in place for any children that miss more than 15 days of schooling across the year.

The Head Teacher and SENDCo are responsible for managing the school's responsibility for meeting the medical needs of pupils, supported by the school nurse.

14. Monitoring and evaluation of SEND

The school regularly reviews the effectiveness of SEND practices within the school. At the start of any intervention, clear aims are drawn up and at the end of the intervention these are reviewed to see how effective the intervention was at meeting these. In some cases, the aims may be qualitative (e.g. the child is more confident) rather than quantitative (e.g. the child is able to solve addition and subtraction questions with numbers less than 100). In these cases, the success is measured by evaluation forms completed by the child, their teachers and their parents/carers that score the pupil's success in that area at the start of the intervention and again at the end of the intervention. In addition to this, the school monitors the views of all interested parties, including the views of the parents, children and staff running the interventions. This information is also used to determine which interventions are working well and which need to be adapted or replaced.

15. Training and resources

SEND is funded through the nominal SEND budget in the school, with top up provision provided by the LA for pupils with additional provision in their EHC plan. The training needs of staff members are identified through conversation with staff members to identify where they feel they need more training and through discussion and Performance Management meetings to plan and implement training opportunities. All staff are encouraged to undertake training and development and the school buys into Hackney Education training programme.

New members of staff have an induction meeting with the SENDCo to go through policies and procedures relating to SEND and the provision and practice provided by the school.

Staff receive regular in-house training from the SENDCo, Speech and Language Therapist, Educational Psychologist and specialist SEN Teacher from the local authority.

The school's SENDCo regularly attends the LA forums and network meetings, in order to keep up-to-date with local and national updates in SEND.

16. Designated teacher with specific safeguarding responsibility

The designated teachers with specific safeguarding responsibility are the Head Teacher, Margaret Boateng Assistant Head Teacher, Charlotte Gaylor and the SENDCo, Gillian Jetto. For more information on safeguarding, please see the school's Safeguarding and Child Protection Policy.

17. Member of staff responsible for PPG

The SENDCo, SLT and the Head Teacher are all responsible for pupils who receive the PPG funding.

18. Storing and managing information

Information is stored and managed in line with the school's Data Protection and Record Keeping Policy. Records are stored in the SENDCo office in files for each child as well as electronically. Relevant SEND information is also kept in teacher folders and ESA folders in each classroom so the teachers can have easy access to the information. This information is updated when necessary and is transferred to the new class at the end of each academic year. If a child leaves the school, their SEND files are securely transferred to the child's new school and any duplicates are shredded, unless the information is related to a child protection issue, in which case the duplicate is kept on file for 25 years.

19. Reviewing the policy

This policy will be reviewed and agreed annually by all stake holders. The updated policy is shared with parents/carers via the school website.

20. Accessibility

See the school Accessibility Plan and the School's SEND Information Report.

21. Dealing with complaints

The school has adopted the HLT's Model School Complaints' Procedure at school's website and the following link <https://www.learningtrust.co.uk/schools/ComplaintsProcedure>. It details how to make a comment or complaint about the school and the actions that will be taken. Parents can also comment via the school website <http://www.holmleigh.hackney.sch.uk/contact>. The school will make every effort to resolve any complaint in a timely and satisfactory manner.

