

Holmer Lake Primary School

Special Educational Needs and Disabilities Policy



2018/2019

"The school provides excellent pastoral care and support to many pupils who have additional complex needs, including special educational needs and/or disabilities or social, emotional or mental health vulnerabilities. As a result, these pupils build relationships with other adults and pupils, which are positive, caring and mutually respectful." OFSTED 2017

OFSTED 2017

“Leaders quickly identify pupils at risk of falling behind or those who may be in need of additional welfare support. This carefully tailored help and support ensure that pupils’ individual needs are met. This has a positive impact on these pupils and, as a result, they make good progress.”

“Pupils who have special educational needs and/or disabilities receive excellent academic and pastoral support.”

“Pupils’ personal development and welfare are at the heart of the schools’ work, which is outstanding in this area.”

“Teachers and teaching assistants support pupils who have special educational needs and/or disabilities well. As a consequence, these pupils make good progress.”

Staff ensure that additional funding is used well to support children who have special educational needs and / or disabilities or who are disadvantaged.”

“The school works hard to engage parents. There are many opportunities for them to come into school and work alongside their children in the classroom.”

“Governors bring a wealth of knowledge, expertise and commitment to the governing body, and their skills and experience are used well to support school improvement.”

HOLMER LAKE PRIMARY SCHOOL

SEND Policy

The SEND policy is a working document and as such will have ongoing reviews as we change procedure and practice within our school.

The objective of this SEND policy is to provide information for parents, governors, teachers and support staff about Holmer Lake School's philosophy and practice in relation to special educational needs.

This policy describes the way we meet the needs of children who experience barriers to learning, which may relate to; learning, sensory or physical impairment, communication and interaction, social, emotional and mental health difficulties.

At Holmer Lake Primary School we endeavour to make every effort to achieve maximum inclusion of all pupils, whilst meeting pupils' individual needs. We have high expectations of all our children and want them to feel that they are a valued part of our school community.

Children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that provision maps, curriculum planning and assessment for children with special educational needs, takes account of the type and extent of the difficulty experienced by the child.

This policy offers guidelines on the key processes of identification, monitoring and review in line with the graduated response outlined in the code of practice.

The policy refers to the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

Other related documents

- School Offer – Whole School Provision Map (Appendix A)
- Disability Equality Scheme
- Health and Safety Policy
- Behaviour for Learning Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- Teaching and Learning Policies
- Admissions Policy
- Medical Needs Policy

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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 policies

- **SEND Code of Practice 0-25 (January 2015)**
- **Equality Act 2010: Advice for schools DFE (February 2013)**
- **The National Curriculum in England framework document (September 2013)**
- **Schools SEN information Report Regulations (2014)**
- **Teachers Standards 2012**
- **Safeguarding Policy**
- **Medical Needs Policy**
- **Accessibility Plan**
- **Statutory Guidance on Supporting pupils in school with medical conditions (April 2014)**

The school's appointed Special Educational Needs and/or Disabilities Co-ordinator (SENDCO) is Mrs Rachel Gillett who is Deputy Headteacher and a member of the Senior Leadership Team (SLT)

1. Definitions of Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age;
- or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

2. The Equality Act 2010

Everyone covered by the SEN Code has duties in relation to disabled children and young people under the Equality Act 2010. At Holmer Lake Primary School we will not discriminate and we will make reasonable adjustments for disabled children and young people.

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

3. Principles

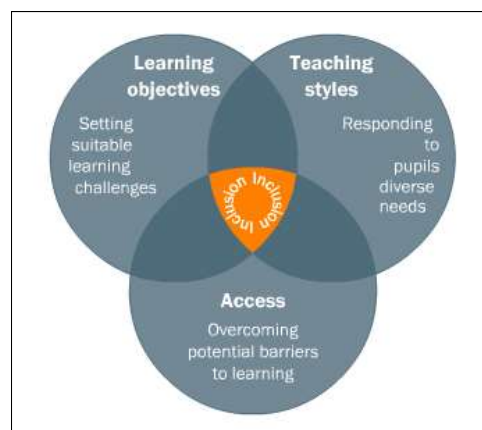
At Holmer Lake Primary School we believe in preparing children to become meta-learners (knowing themselves as learners and how they do this best) and the notion that learning should be a rewarding and enjoyable experience for everyone.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives, their physical, intellectual, emotional, social, spiritual, cultural and moral development.

We believe it is essential to develop resilient, resourceful, reciprocal and reflective learners, who can evaluate their achievements as they make their learning journey.

Our Special Educational Needs policy is based on the following principles:

- Provision for pupils with SEND is a matter for the school as a whole and all members of the school community (teaching and non-teaching staff, parents, pupils and governors)
- All teachers are teachers of children with special educational needs and have a responsibility to meet those needs with the advice and support of the SENDCO and external professionals as appropriate.
- Partnership with parents is built in order to establish positive outcomes for the child.
- All children are entitled to a broad, balanced and relevant curriculum which includes the national curriculum. This right extends to every child whether or not they have an identified special need.
- Needs will be identified at an early stage and progress monitored using the SEND code of practice.
- Children with SEND will be fully integrated into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.



4. Aims and Objectives of the Policy

The aims of SEND policy and practice in this school are:

- To be an inclusive school
- To show commitment to early identification of pupils with Special Educational Needs and Disabilities and ensure their needs are met
- To meet individual needs through a wide range of provision and teaching strategies
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To work towards in partnership with other agencies and schools
- To provide support and advice for all staff working with special educational needs pupils.

We demonstrate our commitment to these aims by:

- Creating varied and challenging teaching and learning opportunities
- Being reflective about and consistently developing our practise
- Maintaining a stimulating learning environment
- Assessing, monitoring and guiding learners
- Making the best use of resources
- Ensuring positive working relationships with parents

5. Admissions

- Provision for children with SEND is a matter for the school as a whole. At Holmer Lake we are committed to offering an inclusive curriculum to ensure the best possible progress of all our pupils, whatever their needs or abilities. We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

6. Partnership with parents

At Holmer Lake we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an on-going dialogue with parents. We do so by:

- Informing them as soon as possible when there is a concern about their child. Effective communications and sensitivity to both the needs of the parent as well as the child are fundamental to the ethos of the school with regard to Special Educational Needs.

- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Focusing on the child's strengths as well as areas of additional need.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents.
- Involving parents and carers in agreeing and reviewing the targets and the intervention strategies on provision maps.
- Respecting the differing needs of parents/ carers such as a disability or communication and linguistic barriers.
- Making parents and carers aware of the support services available to them.

7. Pupil participation

We recognise that all pupils have the right to be involved in making decisions and exercising choice. All pupils are involved in setting targets, monitoring and reviewing their progress. We encourage the pupils to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

8. Management of SEND within the school

The head teacher and governors are responsible for the management of SEND provision. Responsibility for the day to day implementation of the policy is delegated to the SENDCO.

The role of the SENDCO

The SENDCO, (Special Educational Needs Co-ordinator) for our school is Mrs Rachel Gillett

The SENDCO focuses on the leadership role for SEND in the school. The management of SEND is supported by the whole school.

The SENDCO is responsible for;

- Overseeing the day to day operation of the SEND policy
- Co-ordinating provision for children with SEND
- Ensuring there is liaison with parents and other professionals in respect of children with SEND
- Managing learning support assistants
- Advising and supporting other practitioners in the school
- Contributing to the CPD of the staff

- Ensuring that appropriate Provision Maps are in place, that relevant background information about children with SEND is collected, recorded and updated.
- Liaising with external agencies including; LA, LSAT, BST, Speech and Language, Physiotherapy and Educational Psychology Services, health and social services, voluntary bodies and other schools.
- A list of children with Special Educational Needs at different stages of the assessment process is reviewed termly by the co-ordinator.

The SENDCO is responsible for reporting to the head and the governor with responsibility for SEND on the day-day management of SEND policy.

The name of the governor with responsibility for SEND is Mrs Olivia Briggs

The role of the Governing Body

The governing body acting through the Headteacher and school staff will:

- Ensure that provision is made for pupils who have SEND
- Ensure that the needs of pupils with SEND are known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND.
- Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure inclusion of SEND pupils.
- Report to parents on the implementation of the schools policy for pupils with SEND.
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND.

The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND policy is issued annually

The role of the Class Teacher

All staff in school have a responsibility for pupils with SEND. All teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards pupils with SEND. A positive and sensitive attitude is shown toward those pupils. Teachers have high expectations of all pupils.

The class teacher is responsible for:

- Following the SEND policy and school's procedures
- Identifying any child who may have a special need and liaise with the SENDCO.
- Inform parents of the concerns and ask for support at home
- Ensure that the child receives extra support within the classroom and differentiated work where necessary
- Monitor the child's progress

- Writing Provision Maps, if one is needed, using advice from outside agencies where available, with support from the SENDCO and in consultation with parents and the child.
- Review Provision maps each half term.
- Implementing agreed provision
- Informing parents/carers of targets and interventions.
- Contribute to assessments and documentation if required
- Read statements and any agency reports of SEND for any child in their class and act on recommendations within the statement / report.

The role of Teaching Assistants

Teaching assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is based on the identification of need and expertise.

The role of the Teaching Assistant is:

- To work under the direction of the class teacher to support children with special needs within the class.
- To read reports and advice made available.
- To have knowledge of class and individual Provision Maps.
- To share knowledge and expertise with class teachers to enable each child to reach their full potential.
- To work with outside agencies to support the provision made for the children

9. Identification and assessment – A graduated response to SEND Support

We will address the needs of children using the four main areas outlined in the Code of Practice (2014) these are:

Communication and Interaction

Speech, Language and Communication Needs (SLCN)

- Children who have difficulty saying what they want to or understanding what is being said to them.
- Children who do not understand or use social rules of communication

Asperger's Syndrome and Autism (ASD)

- Children with ASD, including Asperger's Syndrome and Autism who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and include.

- Moderate learning difficulties (MLD)

- Severe learning difficulties (SLD) - children who are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD) – children who are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific Learning Difficulties (SpLD) – these affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties. (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder.

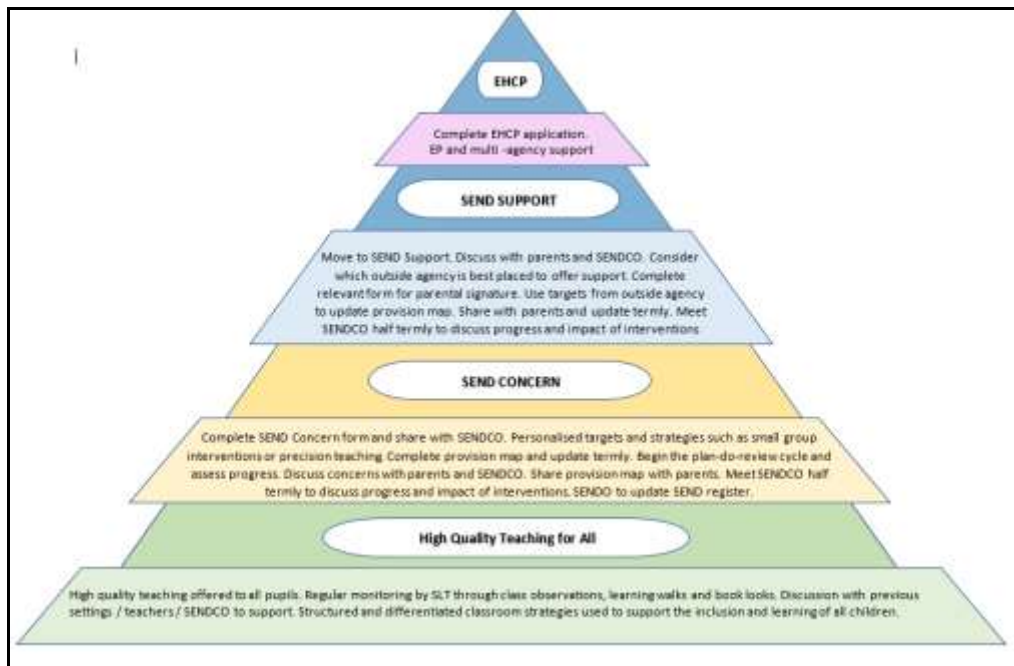
Sensory and/or physical needs

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. Many of these children will require specialist support and/or equipment to access their learning.

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

There is awareness that these needs will be inter-related and that children may have more than one area of need.

SEND Code of Practice 2014 states 'Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle (Assess, Plan, Do, Review). This is known as a graduated response. We recognise that identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child.'



Quality First Teaching

We recognise that high quality teaching, differentiated for individual pupils, is the first step in supporting and identifying pupils with SEND.

Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality differentiation is the first response to pupils who may have SEND.

Children who make slower progress will be given carefully differentiated learning opportunities to help them make accelerated progress. There will be regular and frequent careful monitoring of their progress.

We use a number of additional indicators of special educational needs.

- Analysis of data including Foundation Stage Profile, SATs, reading ages, termly pupil assessments,
- Use of criterion referenced checklists relating to phonics and high frequency words and reading tests.
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services

Class Concern

If a child is not making expected progress despite high-quality teaching the class teacher will consult with the SENDCO and a SEND Concern Form completed. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

Pupil progress meetings are used to monitor and assess the progress being made by the child. These meetings take place each half term, but may take place more frequently depending on the individual's needs and the progress being made.

A discussion with parents/carers may also raise concerns. In consultation with parents it is then decided if different / additional provision is necessary and if other services need to be involved.

The identification and assessment of the SEND of children whose first language is not English, requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEND or both. We liaise with appropriate professionals to support with assessments.

SEND Support

If progress is still not being made, the child will be identified as requiring SEND support where additional resources within the school are used to meet the needs of the child. Where it is determined that a child does have SEND, parents will be consulted and the decision will be formally added to the school list. The aim is to ensure that effective provision is put in place and so remove barriers to learning.

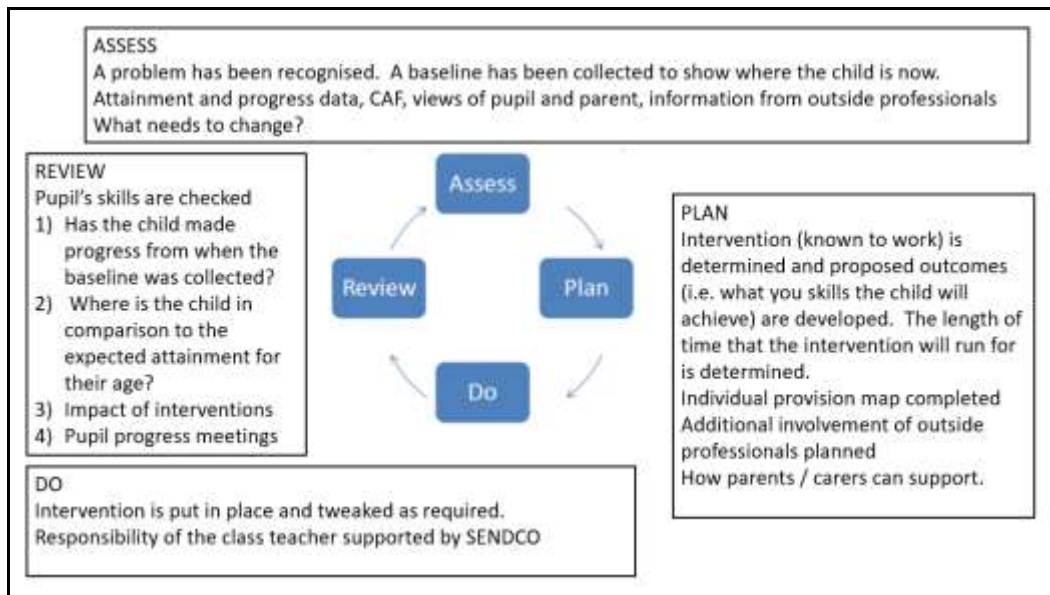
Other professionals, such as the Learning Support Advisory Teacher (LSAT) will be asked to give their advice on the additional support. The involvement of outside professionals is always discussed and agreed with parents.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

SEND support may be triggered if the pupil:

- Has made no or little progress over a realistic time span.
- Makes progress that is not in line with ability as indicated by good levels of understanding.
- Presents persistent social, emotional and mental health difficulties which have not been overcome by the usual management techniques within the classroom.
- Has sensory or physical problems which continue or begin to affect progress despite the provision of specialist equipment.
- Has communication and or interaction difficulties which continue or begin to affect progress despite the provision of a differentiated curriculum.

Where a child or young person is identified as possibly having or having SEND, a graduated response following the Assess, Plan, Do and Review cycle is adopted.



Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Where external agencies are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. If there is evidence that the child is making insufficient progress despite sufficient support and intervention, we may seek further advice and support from outside professionals. A Common Assessment (CAF) may be undertaken to gain a wider picture of the needs and make additional referrals. Pupils and parents will be kept involved and informed about involvement of external agencies.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

A provision maps, detailing the plan will be written by the class teacher, in consultation with the pupil, parents/ carers, and SENDCO. The child's Provision Map will incorporate advice from external professionals, such as Learning Support Advisory Teacher (LSAT), Speech and Language Therapist or Occupational Therapist.

The Provision map will detail:

- Attainment data

- Identified areas of need
- Intervention, success criteria and teaching strategies
- When the intervention will take place and by whom

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with the classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

If there is evidence that the child is making insufficient progress despite sufficient support and intervention, we may seek further advice and support from outside professionals. Pupils and parents will be kept involved and informed about involvement of external agencies.

Education, Health and Care Plans (EHCP)

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment

The application for an Education, Health and Care needs assessment will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following a Statutory Assessment, an EHC Plan will be provided by Telford and Wrekin Authority, if it is decided that the child's needs are not being met by the support that is ordinary available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan, They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Further information about EHC Plans and the criteria for requesting an assessment can be found via the SEND Local Offer

The SEND local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to both those families in Telford and Wrekin that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of SEND.



<http://www.telford.gov.uk/send>

or by contacting **Information Advice Support Service (IASS)** previously known as Parent Partnership on **01952 457176**

(This is a support group and advice line for parents/carers of children with special educational needs of disabilities)

www.telfordsendiass.org.uk

or by contacting **Family Connect** on **01952 385385** (This service can offer advice and support to all parents of pupils with special educational needs or disabilities)

www.familyconnecttelford.co.uk

10. Supporting Pupils with medical conditions.

At Holmer Lake Primary School we place the highest importance on the care, safety, well-being and health of our pupils and staff especially those with known medical conditions. Ofsted places a clear emphasis on meeting the needs of pupils with SEN and Disabilities, also including those pupils with medical conditions.

The school recognises that pupils with medical conditions should be properly supported so that they have full access to educations, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

See Medical Needs policy

11. Record keeping

Staff who work with identified children keep day to day records and planning of provisions. Progress of children can be tracked through these records and will provide evidence of support and progress.

The SENDCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information

All class teachers have their own Intervention folder with information relating to the children in their class with additional needs.

12. External agencies

We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals. Multi-disciplinary/ interagency co-operation is in place to ensure provision meets the needs of the children with SEND. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA. We work on a regular basis with the following:

- Learning Advisory Support Teacher (LSAT)
- Speech and Language Therapist (SALT)
- Behaviour Support Service (BSS)
- Occupational Therapists (OT)
- Physiotherapists
- Sensory Inclusion Service (SIS), working with children with visual impairment and hearing loss
- Educational Psychology Service
- School Nurse
- Education Welfare Officer (EWO)
- The Local Authority SEND Team
- Child and Family Locality Services (CAFLS)
- Bee U – Emotional Health and Wellbeing Service
- Information, Advice & Support Service (IASS)

The SENDCO will maintain links with other SENDCOs through the network meetings.

13. Professional development for staff

As a school, we recognise that we are responsible for deciding what external support to seek and for setting their own priorities for the continuous professional development of their staff. We recognise that where there is a good level of knowledge across all staff of different types of SEND and suitable teaching approaches and interventions, pupils are most successful. The SENDCO plays an important role in advising and contributing to the professional development of other teachers and staff.

All staff and the SENDCO attend training in line with the priorities identified in response to the individual needs of the child or the need to be kept up to date with information and legislation. SEND issues are discussed during our regular staff meetings.

The SENDCO attends relevant training and disseminates the details to all the staff as is appropriate so individuals can access training that is necessary for their professional development.

There is an induction procedure for NQTs and new staff into the school's policy and procedures for SEND.

Expertise will be developed at different levels dependent on need: awareness, enhanced and specialist

14. Specific facilities and Access

- We are committed to providing all children every opportunity to achieve their potential in every aspect of school life. We therefore provide any specialist equipment needed when it is recommended by professionals such as writing slopes, sit 'n' move cushions, coloured overlays, and writing aids. Likewise, adjustments are made for disabled parents, eg. Giving disabled parents a parking permit to allow access down the school drive.
- The whole of the school building is accessible by wheelchair. Ramps allow access to all playground areas and to the outside classroom. We have a fully equipped room for the children with physical difficulties, which provides toileting and changing facilities including a hoist and there are two additional disabled toilets.
- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs

15. Resources

- A proportion of the school budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEND budget or from the main delegated school budget.
- Resources to support children with SEND that link with priorities stated in the school's development plan, have priority
- On-going development of resources, including of books / equipment / materials available for children with SEND. Various technological aids are available for use when necessary.
- Advice on appropriate resources for groups of children and individuals is sought from other professionals.

16. Transition Arrangements

We recognise that transitions can be difficult for a child with SEND and for parents of a child with SEND. We take steps to ensure that any transition is as smooth as possible.

When a child moves from nursery/pre school:

For children starting in Reception, the Headteacher holds a meeting for parents in addition to induction visits for children in the second half of the Summer Term, in order to help children, parents and staff get to know each other. This is also an opportunity for parent to discuss any concerns with the SENDCO

The EYFS Coordinator and SENDCO usually visit the pre school setting and this is an opportunity to discuss the special educational needs of the child and support needed. Our transition plan allows for four visits prior to starting, however additional visits can be arranged if needed.

If a child moves from another school or to another school

We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood

If your child has complex needs, then an EHCP review will be used as a transition planning meeting

When a child moves class:

All information will be passed on to the new class teacher in advance and a meeting will take place to discuss the child's needs. Additional visits to meet the new teacher may take place if necessary, or visual aids may also be used.

When a child transfers to secondary school:

Year 6 teachers meet with staff from the secondary schools to discuss the pupils and share information. The SENDCO meets with the secondary schools' SENDCOs to discuss particular needs of individuals with SEND and any resources that they may need to get in advance. Parents may also attend this meeting.

All children attend transition meetings to their secondary school and for pupils with SEND additional visits can be arranged if needed. These pupils often make passports about themselves, or visual prompts to help them remember key places or people in the new school.

For pupils with an Education, Health Care Plan (EHCP) we ensure the secondary school SENDCO is available to attend the annual review held early in the summer term, so they have plenty of time to make arrangements for support staff and resources they may need and a transition plan can be written if needed.

The school works together with the Local Authority where a child is starting our school with a Statement or EHCP to ensure that they are appropriately supported in conjunction with parents.

Liaison between staff and in depth records contribute to the future planning for the benefit of the pupil.

17. Evaluation procedures

- The Governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- There is continual review of the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The SENDCO and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results and identify value added data for pupils with SEN.
- SEND is always part of our school self-evaluation programme and is a priority in the School Development Plan.

18. Success criteria

- The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice.
- The SENDCO and Headteacher hold regular meetings to review the work of school in this area.
- The SENDCO and the named governor with responsibility for SEND also hold regular meetings.
- The governing body reviews this policy within its policy review cycle

The policy and SEND provision will be successful if:

- Pupils' needs are identified early

- Pupils make good progress once their need is identified
- Pupils achieve or exceed their targets
- Pupils feel that they are receiving appropriate support
- Parents feel that their children are receiving appropriate support
- Everyone is implementing the policy and procedures successfully
- There is appropriate movement through the stages of assessment including removal from the SEND assessment procedures.
- We have a school of confident, well-integrated children regardless of any difficulty that child may have.

19. Procedures for concerns


- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, the SENDCO, the head teacher or the SEND Governor and a response will be made as soon as possible.
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.
- When children leave Holmer Lake School, records of all children are sent to the receiving educational establishment. The SENDCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Policy- Document Status			
Date of Policy Creation	September 2007	Named Responsibility	Rachel Gillett
Date of review completion	September 2018	Named Responsibility	Governors
Inception of new Policy	September 2018	Named Responsibility	Rachel Gillett
Date of Policy Adoption by Governing Body			


Appendix A

School Offer – Whole School Provision Map


Area of need: Cognition and learning

Quality First Teaching - Provision for all 	Enhanced Provision	Higher Need Provision
<ul style="list-style-type: none"> • High aspirations for all children • Creative contexts and cross curricular links – Cornerstones Curriculum and Memorable Experiences • Differentiated planning, teaching, activities and outcomes. • Curriculum targets sheets for Reading, Writing and Mathematics • Phonics - ‘Letters and Sounds’ • Bug Club reading • Love to Read (KS2) • Read Write Inc spelling (KS2) • CLIC maths • Cross curricular Computing • Visual Auditory and Kinaesthetic Learning and Teaching styles. • Use of practical resources and models • Use of visual resources and images • Focus group support from Teacher and Teaching Assistants • Assessment for Learning (AfL) • Peer and self-assessment • Building Learning Power (BLP) - supporting children in learning how to learn • SOLO Taxonomy – developing higher order questioning, thinking an application of skills • KAGAN cooperative learning structures for active engagement • Assessments of learning environments - learning walks. • Effective marking and feedback • Learning Genie homework 	<ul style="list-style-type: none"> • Support from Special Needs and Disabilities Coordinator (SENDCo) • Training given to Teachers and Teaching Assistants • Additional small group maths support • Additional CLIC maths support • Third Space maths - KS2 • Additional small group writing support • Additional small group reading support • Rapid readers • Additional scaffolds and prompts • Target phonics support through ‘Letters and Sounds’ and Rapid phonics • Visual timetables 	<ul style="list-style-type: none"> • Enhanced training for Teachers and Teaching Assistants • 1:1 support for identified areas of learning • Support and advice from Early Years Advisory Service • Learning Support Advisory Teacher support. • Educational Psychologist Service support • Precision teaching • Pre teaching of key vocabulary and concepts • Visual and working memory skills • ‘First’ and ‘next’ learning prompts • Dyscalculia tool kit


Area of need: Communication and Interaction

<p>Quality First Teaching - Provision for all</p> 	<p>Enhanced Provision</p>	<p>Higher Need Provision</p>
<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcomes. • High expectations in terms of standard English and correct use of grammar • Modelled communication and interaction • KAGAN cooperative learning structures for active engagement • Teaching of key technical and curriculum specific vocabulary • Visual stimulus • Role-play • Thinking time – pausing for thinking and to plan a response • Focus group support from Teaching Assistants • Focus group support from Teacher <p>Speaking and listening Top Tips</p>	<ul style="list-style-type: none"> • Support from Special Needs and Disabilities Coordinator (SENDCo) • Training given to Teachers and Teaching Assistants • Target support for Speaking and listening. • ‘Sounds Fun’ intervention • Modification of language – chunks of concise information • ‘Let’s Talk’ - intervention • ‘Ask and Answer’ - intervention • ‘Time to Talk’ 	<ul style="list-style-type: none"> • Enhanced training for Teachers and Teaching Assistants • ELKLAN trained staff • Support from Speech and Language therapists – individual plans. • Input from Learning Support Advisory Teacher. • ICT equipment - assistive technology and communication aids • Educational Psychologist Service support • Individual risk assessments based on need • Barrier games and activities • ‘Let’s Talk’ – Social skills

Area of need: Social, Mental and Emotional Health

<p>Quality First Teaching - Provision for all</p> 	<p>Enhanced Provision</p>	<p>Higher Need Provision</p>
<ul style="list-style-type: none"> • Top 5! Whole school rules • Whole school Positive Behaviour policy. • Sanction scripts • Whole school Anti Bullying policy • Whole school approach to Spiritual, Moral, Social and Cultural Development (SMSC) • Whole school approach to Preparing children for life in Modern Britain (PCLIMB) • Stonewall – School Champion Silver Award provision • Building Learning Power (BLP) • Calm kids, mindfulness and stress reduction techniques • Commando Joe • Class Worry box • Whole school / Key Stage assemblies • Focus support from Teachers and Teaching Assistants. • Staff aware of implications a range of social and emotional difficulties. • KS2 Pupil Groups – support across school <ul style="list-style-type: none"> ○ Team Safeguarding Voice (TSV) ○ e-cadets ○ School parliament ○ Super Solving Squad - Peer mentors ○ Boys are Brilliant! – Boys group ○ Lunchtime Ambassadors ○ Librarians 	<ul style="list-style-type: none"> • Support from Special Needs and Disabilities Coordinator (SENDCo) • Training given to Teachers and Teaching Assistants in relation to Emotional Health and Wellbeing • ‘Calm kids and Mindfulness’ – group sessions • Building resilience small group nurture provision – ‘Tough Tortoise Time’ • Visual timetables • Common Assessment Framework (CAF) and Team Around the Child (TAC) • Links with Early Help and Support • Signposting to additional activities and advice • Individual reward and sanctions systems. • Stonewall (LGBT) advice 	<ul style="list-style-type: none"> • Enhanced training for Teachers and Teaching Assistants • Staff experienced in supporting a range of Social, Mental and Emotional Health. • Individual support • Social stories • Individual reward and sanctions systems. • Behaviour Support from Advisory Service • Access to Bee U Emotional Health and Wellbeing Service • Educational Psychologist Service support. • Advice from Fair Access Panel • Children In Care support • Individual Risk Assessment and support plans based on need • Support from Family Connect • Counselling support • Links with Hope House • Links with Young Carers • Helping Children Deal with Loss – trained staff • Calm Kids intervention • Building resilience individual nurture provision – ‘Tough Tortoise Time’ • Lego Build to Express intervention • Stonewall (LGBT) advice • Emotional Wellbeing Toolkit

Area of need: Sensory and Physical

<p>Quality First Teaching - Provision for all</p> 	<p>Enhanced Provision</p>	<p>Higher Need Provision</p>
<ul style="list-style-type: none"> • Accessible environment • PE curriculum • Sports partnership, sports coaches and wide range of extra-curricular activities • Commando Joe • Differentiated planning, activities, delivery and outcomes. • Handwriting: Letter- join • Staff aware of implications of sensory and physical impairment. • Finger Gym and Dough Disco - fine motor skills development for EYFS / KS1 • Achieving Body Control (ABC) – Gross motor skills development for EYFS • Clever Bodies – Gross motor skills development for KS1 <p>Fine Motor skills – Top Tips</p>	<ul style="list-style-type: none"> • Support from Special Needs and Disabilities Coordinator (SENDCo) • Training given to Teachers and Teaching Assistants • Fine motor skills group – Finger Gym • Additional gross motor skills group – Cool Kids / Clever Bodies • Additional Handwriting: Letter-join • Occupational Therapy resources • Additional equipment and resources to support needs – variety of pencil grips, writing slopes, cushions, ear defenders, fidgets • Keyboard skills • Signposting to additional activities 	<ul style="list-style-type: none"> • Enhanced training for Teachers and Teaching Assistants • Staff experienced in a range of sensory and physical needs. • Individual support during physical activities. • Pre writing fine motor skills • Occupational Therapy support on support strategies and equipment – specific furniture, hoists, personal care • Sensory Inclusion service support. • Physiotherapy programme • Input from Learning Support Advisory Teacher. • Educational Psychologist Service support • ICT equipment - assistive technology; specific keyboards, mouse, screens • Individual risk assessments based on needs • Personal care / therapy plans