

SEN policy and information report

Queen's Hill Primary School



Approved by: Penny Sheppard

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Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	5
5. SEN information report.....	6
6. Monitoring arrangements	11
7. Links with other policies and documents	11

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1. Aims

Our SEN policy and information report aims to:

- Set out how Queen's Hill Primary will support and implement appropriate provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Set out how we will support SEN children to access a curriculum that promotes and sustains a thirst for knowledge and understanding and a lifelong passion for learning.
- Ensure consistency across the entire school in terms of the nature and rigour of identification, provision and monitoring processes pertaining to SEND.

This policy will form the foundation of how we will support the whole and individual needs of each pupil, through the provision of a personalised experience that will illicit maximum learning gains. It will ensure:

- The raising of aspirations, progress and attainment for all our pupils.
- The delivery of high expectations of social and academic achievement for all pupils.
- The stimulation and nurturing of greater initiative, self-reliance, resilience and independence within all pupils
- Consistency across the entire school in terms of the nature and rigour of identification, provision and monitoring processes pertaining to SEND.

This policy will be reviewed annually in line with the outcomes of all monitoring, developments in teaching pedagogy and the needs of our pupils.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or 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 schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Different types of SEN

The 2014 SEN Code of Practice identifies four broad areas of need:

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty physically articulating the sounds, understanding what is being said to them or they may not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, 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.

2. Cognition and learning

When children and young people are learning at a slower pace than their peers, even with appropriate differentiation, they may have difficulties with cognition and learning or 'learning difficulties'. Learning difficulties cover a wide range of needs, including:

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

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These 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 and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder which could negatively impact on their social, emotional and mental wellbeing.

4. Sensory and/or physical needs

Some children and young people have a difficulty which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Children and young people with a physical disability (PD) may require additional on-going support and equipment to access all the opportunities available to their peers.

4. Roles and responsibilities

4.1 The SENCO

The SENCO at Queen's Hill Primary is Miss C Mason.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 SEN up to date

If you would like to contact Miss C Mason please contact the school office:

Email: office@queenshill.norfolk.sch.uk

Tel: 01603 746857

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN 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 SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

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

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or differentiated provision for a range of needs (as defined earlier), including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Our Current SEND Profile:

Whole School	Categories within our SEN profile					
Pupils on our SEN(D) register	Communication & Interaction	Cognition & Learning	Social, emotional & mental health difficulties	Sensory and/or physical needs	SEND	EHCPs
58/512	21	45	19	12	6	3
11%	36%	78%	33%	21%	10%	5%

5.2 Identifying pupils with SEN, assessing their needs and reviewing progress towards outcomes

To ensure appropriate and timely identification of SEN, class teachers make regular assessments of progress and attainment 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

At Queen's Hill we have a clear, consistent and graduated approach to identifying and responding to SEN. The following process illustrates our approach to SEN identification.

1. Initial concerns:

Concerns may be raised by parents or carers, teachers, teaching assistants and/ or the learner themselves. This leads to an initial conversation involving these individuals in order to accurately identify any issues and to establish a plan to move forward. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Such conversations will be recorded on a 'Record of Concern' document (see appendix 1), a copy of which is then kept by the parent/ carer, teacher and SENCO. At this point a range of diagnostic tests may also be applied. If deemed necessary, appropriate support from a medical professional maybe advised.

2. Monitoring progress:

The progress and attainment of the pupil will then be monitored closely by the class teacher, and discussions will be held, as necessary with the pupil, parent/ carer and SENCO.

Once a term has passed, or indeed sooner if considered necessary, if appropriate progress and attainment are now evident, the pupil may be removed from the 'Record of Concern' and monitored and assessed with the same rigour as the rest of the teaching group.

However, if, despite the provision of appropriate interventions and personalised teaching, progress and attainment are still a concern, further diagnostic tests maybe performed. Further, our SENCO may obtain support from other professionals, including an Educational Psychologist and an Advisory Support Teacher. If deemed necessary, support from a medical professional may also be advised.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Assessing and reviewing progress:

If a pupil is then diagnosed as having SEN, discussions between the class teacher, pupil, parent/ carer and SENCO and, if necessary, other professionals will lead to the creation of an 'Individual Education Plan' (Appendix 2).

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs in order to create their IEP. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

A copy of this document will be kept by the parent/ carer, class teacher and the SENCO, and will feature targets, strategies to be used and success criteria. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

The child will be added to our SEND register which is monitored and maintained by our SENCO. All pupils identified with SEN will then be monitored and assessed through each half term, and the provision that they are afforded will be adapted accordingly.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

If the child has particularly complex needs, an Education, Health and Care Plan (EHC plan) may be recommended. This may, in relevant circumstances, be used to support an application to a special school. *EHC plans have replaced Statements of SEN.*

5.3 Supporting pupils moving between phases and preparing for adulthood

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Queen's Hill Primary school is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.4 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Furthermore, each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of additional support provided is dependent on the individual learning needs, and is intended to enable accelerated access to learning and overcome the issues identified. This support may involve the use of intervention programmes beyond the classroom, and is detailed on our provision maps, which describe the 'interventions' and actions that we undertake.

Our SENCO oversees the value of our intervention programmes to learning, by formally analysing attainment and progress data of those pupils that receive them; this occurs on a half termly basis. This analysis of impact is then used to determine whether or not specific programmes are effectual, and to identify the next stage in a child's tailored programme of support.

5.5 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Using focused learning equipment and writing aids (e.g. pencil grips, talking tins, spelling apps)
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Differentiating the learning objectives for different learners
- Scaffolding – such as the use of writing frames in English and the use of examples and partially completed number sentences or problems in maths.
- Tasks of varying difficulty – including the use of access tasks and extension activities.
- Differentiating the starting points within a lesson – recognising that different children have different strengths and learning preferences.
- The provision of printed instructions.
- The provision of printed checklists – these may consist of success criteria, level descriptors or marking ladders.

5.6 Evaluating the effectiveness of SEN provision

Monitoring progress is an integral part of teaching and leadership within Queen's Hill Primary school. Parents/carers, pupils and staff are involved in reviewing the impact of any interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner agree what they expect to be different following this intervention.

Baseline (at the start of an intervention) and 'exit' (at the end of an intervention) data will be recorded, which can then be used to monitor the impact of the provision. If particular strategies or programmes of study are not working for a particular child, they can be changed.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school data is also monitored by the Local Authority and Ofsted.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions every half term.
- Half termly Pupil Progress Meetings
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.7 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All learners should have the same opportunity to access extra-curricular activities. At Queen's Hill Primary school in 2018-19 we are offering a range of additional clubs and activities. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. These can be found on the clubs timetable area of our website. All pupils are encouraged to go on our residential trip(s) and these trips can be adapted to meet their needs. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.8 Admission arrangements for pupils with SEN or disabilities

Children with an Education, Health and Care Plan or Statement of Special Education Needs, naming our school, follow the transfer arrangements set out in the SEN Code of Practice and associated regulations and are not subject to the general admission arrangements. Other children without a Statement of SEN will be subject to the general admission arrangements.

5.9 Access facilities for pupils with SEN

Our site was purpose built in 2008 and then extended in 2016; as such it has appropriately wide access areas and toileting facilities.

All learners should have the same opportunity to access extra-curricular activities. In our school we offer a range of additional clubs and activities. Please ask at the school office for more details.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENCO to discuss specific requirements. Please see our accessibility plan for more details.

5.10 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Delivering a curriculum based around SMSC values
- Delivering weekly PATHs sessions to help children understand and express their emotions
- Offering time with our School Dogs
- Providing lunchtime peer support in the form of year 5 buddies.
- Encouraging pupils to be part of the school council
- Nurture sessions, if deemed necessary, delivered by Mrs Eastaugh.
- If a pupil is experiencing a high level of distress or need, they are able to see our school psychotherapist. This would be discussed and agreed first with parents, teachers and SENCO before sessions would start.

We have a zero tolerance approach to bullying.

5.11 Working with other agencies

We also work with a number of outside agencies in order to best support our pupils' needs, including:

- Educational Psychology and Specialist Support service
- Benjamin Foundation
- Child and Adolescent Mental Health Services
- Children's Disability Team
- Parent Support Advisor
- LAC Virtual School
- Play therapist
- Speech and Language team
- School Nurse
- Social Care team
- Young Carer's team

5.12 Complaints about SEN provision

Complaints about SEN provision at Queen's Hill Primary should be made to Miss Mason in the first instance. They will then be referred to the school's complaints policy. If you feel you need further support please contact Miss Kerrison, Assistant Head Teacher.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.13 Contact details of support services for parents of pupils with SEN:

The Norfolk SEND Local Offer

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Information on EHCPs in Norfolk

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans/ehc-needs-assessment-and-plans/what-is-an-ehc-plan>

The Norfolk Early Help Service

<https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support>

Speech and Language services in Norfolk

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/health/health-services-in-norfolk/speech-and-language>

The Norfolk SEND Partnership

<https://www.norfolksendpartnershiass.org.uk/>

The 2015 SEND Code of Practice

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Norfolk CAMHS Services

<https://www.norfolk.gov.uk/care-support-and-health/health-and-wellbeing/childrens-health-and-wellbeing/mental-health-camhs>

5.14 The local authority local offer

Our local authority's local offer is published here:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by Miss C Mason **every year**. It will also be updated if any changes to the information are made during the year or if any new legislation is produced.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Equality and Accessibility Policy
- Use of Reasonable Force Policy
- Safeguarding Policy
- Teaching and Learning Policy

RECORD OF CONCERN

Name:	Date of Birth:
Teacher: Year Group:	Parent/Carer:
Date Started:	

Additional advice sought:	(Indicate as applicable)
Speech & language	
School Nurse	
School Support Team	
Sensory Support	

Area of concern/ Action agreed	Discussed with:	Date Identified:	Date resolved:

Independent Educational Plan

Child's Name	Picture of Child
Year Group	
Date IEP started	

Learner's thoughts, feelings and wishes

Learner's ambitions

Teacher comments

Parent's thoughts, feelings and wishes

Reading	Writing	Maths
Current level	Current level	Current level

My Targets	Who will help me and how?	Success Criteria