

SEN Policy and Information Report

Queen's Hill Primary School



Approved by: Penny Sheppard

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1. Aims

Welcome to our SEND information Report and Policy for learners with Special Educational Needs and or a disability (SEND). We are committed to working together with members of the school community and have high aspirations of all learners, including those with SEND.

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, 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 identifies how we will support the needs of each pupil and 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.

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 coordinators (SENCOs) and the SEN information report.

3. Definitions

The SEN Code of Practice defines special educational need in the following way:

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

As identified in the 2014 SEN Code of Practice

<p>Communication and Interaction</p>	<p>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.</p> <p>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.</p>
<p>Cognition and Learning</p>	<p>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:</p> <ul style="list-style-type: none"> • 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.
<p>Social, emotional and mental health difficulties</p>	<p>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.</p> <p>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.</p>
<p>Sensory and or physical needs</p>	<p>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</p>

	<p>learning. Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>Children and young people with a physical disability may require additional on-going support and equipment to access all the opportunities available to their peers.</p>
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4. Roles and responsibilities

If you would like to get in contact with any of the following people, please make contact via:

Email: office@queenshill.norfolk.sch.uk or

Tel: 01603 746857

Supporting Children with SEND at Queen's Hill	
Mrs Sheppard Head teacher	The head teacher, Mrs Sheppard , has overall responsibility for the provision and progress of learners with SEN and or a disability. She works with the SENCO and SEN governor to determine the strategic development of SEN policy and provision in the school.
Mrs James Mrs Andrews SENCOs	The SENCOs, Mrs James and Mrs Andrews , share the SENCO role between them. Both teachers have day to day responsibility for the operation of the SEN policy and coordination of specific provision in the school. They work with the head teacher and SEN governor to determine the strategic development of SEN policy and provision at Queen's Hill. They will advise on the graduated approach to providing SEN support and ensure records of all pupils with SEN are up to date. They will advise on the school's delegated budget and other resources to effectively meet children's needs. The SENCO will liaise with external and support agencies and potential next providers of education to ensure a smooth transition is planned. Mrs James oversees the provision in EYFS and KS1. Mrs Andrews oversees the provision in KS2.
Mrs Howard SEN governor	The SEN governor, Mrs Howard , helps raise awareness of SEN at governors' meetings. She will monitor the quality and effectiveness of SEND provision within the school. She works alongside the head teacher and SENCO to determine the strategic development of SEN policy and provision in school.
Class Teachers and Year Leaders	Class teachers are responsible for the progress and development of every pupil in their class. They will work closely with other staff to plan and assess the impact of interventions to support classroom teaching. Class teachers will work with the SENCO to review each pupil's progress and development and decide on necessary changes to provision. They are responsible for following this SEN policy.
Mrs James Speech and Language Coordinator	Mrs James coordinates provision for children that require speech and language support and liaises with the SENCO.
<i>See also Support for Learning and Well Being</i>	
What external support and advice are available and accessed by Queen's Hill Primary School?	<ul style="list-style-type: none"> • Educational Psychology and Specialist Support Service (EPSS) • Benjamin Foundation • Child and Adolescent Mental Health Service (CAMHS) • Children's Disability Team

	<ul style="list-style-type: none"> • Parent Support Advisor (PSA) • Looked After Children (LAC) Virtual School (See Mrs Andrews) • Play Therapist • Speech and Language Team • School Nurse • Social Care Team • Young Carer's Team • School counsellor
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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 and 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				
	Communication & Interaction	Cognition & Learning	Social, emotional & mental health difficulties	Sensory and/or physical needs	EHCPs
Pupils on our SEN(D) register					
73/534	27	21	30	4	13
14%	37%	29%	41%	0.05	18%

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

At Queen's Hill we have a clear, consistent and graduated approach to identifying and responding to SEN.

Decisions about whether a pupil has SEND	
When might SEN be identified?	<p>To ensure appropriate and timely identification of SEN, class teachers make regular assessments for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • 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. <p>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.</p>
How does the school know if children need extra support?	<p>Concerns may be raised by a member of staff or the learner themselves. This will lead to an initial conversation to accurately identify any issues and a plan to move forward.</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil's areas of strength and difficulty • We take into account the parents/carers' concerns • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are. <p>Initial concerns will be documented during half termly pupil progress meetings, between class teachers and members of the senior leadership team (SLT).</p>
What should I do as a parent or carer if I think my child may have special educational needs?	<p>Speak to your child's class teacher or year leader so that you can raise any concerns and identify any particular strengths your child has.</p> <p>Members of staff will pass this information on to the SENCo and, if necessary, other members of the leadership team via the school recording system CPOMS.</p>

5.3 Support for learning and well being

Support for learning and well being	
How does the school support children with SEND?	<ul style="list-style-type: none"> • Once initial concerns have been raised, the progress and attainment of the pupil will be monitored closely by the class teacher, and discussions will be held, as necessary with the pupil, parent/carers and SENCo. • Once a term has passed, or sooner if necessary, when appropriate progress and attainment are now evident, the pupil's records will be updated and the child will be monitored and assessed with the same rigour as the rest of the teaching group.

	<ul style="list-style-type: none"> • However, if, despite the provision of appropriate interventions and personalised teaching, progress and attainment are still a concern, further diagnostic tests may be 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. • If a pupil is 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 and 'Individual Education Plan' (IEP) see appendix 1.
<p>What is in place to support social and emotional development and wellbeing?</p>	<ul style="list-style-type: none"> • A zero tolerance approach to bullying • Our curriculum is based on SMSC values • We use PATHs sessions to help children understand and express their emotions • Offer time with our School Dogs • Time For You sessions with the Parent Support Advisor (PSA) • Nurture sessions with Mrs Eastaugh • Social skills work in small groups through Lego Therapy • 'Monkey and Me' 1:1 sessions with Mrs James and Mrs Andrews teaching children about managing their feelings and behaviour • Encouraging pupils to be part of the school council • Children that are expressing a high level of distress or need may be able to see out school psychotherapist. This would be discussed and agreed first with parents, teachers and SENCo before sessions would start.

5.4 SEN Provision

<h3 style="text-align: center;">Progress, planning and keeping parents informed</h3>	
<p>As a parent or carer, how will I know how my child is doing?</p>	<p>Class teachers will work with the SENCo, parents and children to create an Individual Education Plan (IEP) which will feature targets, strategies and success criteria to help children achieve and meet their goals. Copies will be given to the parents, class teacher and SENCo.</p>
<p>How will I be involved as a parent/carer?</p>	<p>You will be asked for your opinions on your child's strengths and difficulties. You will be part of the review process of your child's IEP.</p>

<p>How is provision at Queen's Hill Primary evaluated?</p>	<p>We follow the 'assess, plan, do, review' approach to monitor the impact of any interventions for learners with SEN. Children are assessed at the start and end of an intervention to ensure that children are making the progress expected. If particular strategies are not working for a particular child, they can be changed. We invite parents and children to be a part of this process with us.</p> <p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> • Reviewing pupils' individual progress towards their goals each term with parents and pupils • 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 with pupils and parents. <p>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.</p>
<p>Is my child on the school's SEND register?</p>	<p>The school SEND register is monitored and maintained by our SENCo. All pupils identified with SEN and accessing support that is additional to or different from the general provision will be added to the register.</p> <p>The support provided is dependent on individual learning needs and is intended to enable accelerated access to learning and overcome issues that have been identified. This provision may involve intervention programmes which have been detailed on an IEP and or the school provision maps. Children will be monitored and assessed regularly and the provision that they are afforded will be adapted accordingly. Termly analysis of interventions will be used to determine whether or not specific programmes are effectual, and to identify the next stage in a child's tailored programme of support.</p> <p>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. <i>EHC plans have replaced Statements of SEN.</i></p>

5.5 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.

5.6 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.

Transitions and support	
How will we support your children when they are leaving this school or moving to another class?	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.
How will we support your child when they join our school if they have SEND?	<p>We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> • 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.

5.7 Accessibility and Equality

Accessibility and Equality	
Is the building wheelchair accessible?	Yes. Our site was purpose built in 2008 and then extended in 2016 and 2018; as such it has appropriately wide access areas and toileting facilities.
Are there disabled changing and toilet facilities?	Yes, we have accessible toilet and changing facilities.

Communicating with families whose first language is not English.	If you require translation, please contact the school office. We have resources in school to support children whose first language is not English, such as multilingual talking pens and translation apps.
How are pupils included in activities outside the classroom?	We are committed to ensuring all children can access activities provided within the school and will make reasonable adjustments to ensure participation for all, so please contact the school office or SENCo to discuss specific requirements. Please see our accessibility plan for more details.
Trips and extra-curricular activities.	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. All pupils are encouraged to go on our residential trip(s) and these trips can be adapted to meet their needs if necessary. 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 Complaints about SEN provision

Complaints about SEN provision at Queen's Hill Primary should be made to the SENCos Mrs James (EYFS and KS1) or Mrs Andrews (KS2) in the first instance. Parents/carers may then be referred to the school's complaints policy. If you feel you need further support please contact Mr Cross, Assistant Head Teacher for Behaviours for Learning.

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

5.9 How to access advice and support

Contacting 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
Norfolk Early Help Service	https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support
Norfolk Speech and Language Services	https://www.norfolk.gov.uk/children-and-families/send-local-offer/health/health-services-in-norfolk/speech-and-language

Norfolk SEND Partnership	https://www.norfolksendpartnershiass.org.uk/
2015 SEN Code of Practice	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
Norfolk CAMHS	https://www.norfolk.gov.uk/care-support-and-health/health-and-wellbeing/childrens-health-and-wellbeing/mental-health-camhs

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo yearly. 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

8. Glossary of terms

SEND	Special Educational Needs and Disabilities
SENCo	Special Educational Needs Co-ordinator
IEP	Individual Education Plan
EHCP	Education and Health Care Plan
LA	Local Authority
CAMHS	Child and Adolescent Mental Health Service
PSA	Parent Support Advisor
PATHs	Promoting Alternative Thinking Strategies
SMSC	Spiritual, moral, social, cultural
EAL	English as an additional language
SLT	Senior Leadership Team

9. Appendices

Appendix 1: IEP Template - Page 1

Independent Educational

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

Teacher comments

Parent's thoughts, feelings and wishes

Learner's thoughts, feelings and wishes

Learner's ambitions

Reading	Writing	Maths
Current level	Current level	Current level

My Targets	Who will help me and how?	Success Criteria

Date: _____

Teacher: _____

Parent: _____

Page 2:

Review of previous targets

Targets from previous IEP	Target achieved? (Yes, No, Partially)	Notes <i>Include details on how the target has been achieved or how it will be adapted to help the child to meet it next time.</i>