



HERON PARK PRIMARY ACADEMY

SP09

SEND POLICY

Approved by: Governing Body

Date Approved: Summer 2017

Date for Review: Autumn 2018

Heron Park Special Educational Needs Policy

'learning and achieving together'

Heron Park Primary Academy is an inclusive school where everyone is made to feel welcome. Our vision sets out to ensure that all children ENJOY high quality LEARNING experiences through which they are able to ACHIEVE their full potential. Our inclusive ethos aims to encourage all children to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

Name of School:

Heron Park Primary Academy

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Head teacher:

Mr Ali

Special Educational Needs & Disability Co-ordinator:

Mrs Coppard

Chair of Governors:

Mrs K Rolfe

SEND Governor:

Mrs J Venn

Designated Safeguarding Lead (DSL):

Mrs Wilson

Introduction

Heron Parks policy sets out our approach to supporting children with special educational needs (SEND). For more information about how we support children with SEND please also see our Local Offer for SEND that is updated annually.

There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEND.

<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer>

Rationale: 'Every Teacher is a Teacher of SEND'

Heron Park is committed to providing an appropriate and high quality education to all the children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Heron Park is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learner's individual needs in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion
- any group of pupils identified as underachieving through pupil progress meetings

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

At Heron Park we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Heron Park we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Objectives

- To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, Inclusion Leader, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND support
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

Leadership and Management of SEND

The SENDCO

At Heron Park our SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. Our SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. Our SENDCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and high quality teaching. (6.88, 6.89)

Our SENDCO is Mrs Coppard and she is currently studying for the National Award in Special Educational Needs Co-ordination.

The Governors

Our Governing Body fulfils its statutory duty towards children with SEND or disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body, ensures:

- arrangements are in place in school to support pupils with medical conditions (3.66)
- an SEND information report is published annually (6.79)
- there is a qualified teacher designated as a SENDCO for the school.(6.84)

In addition, our governing body works with the SENDCO and Headteacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives. (6.87, 6.97, 6.90, 3.8, 1.27, 1.28, xix,xxi)

The kinds of special educational needs that are provided for at Heron Park

The areas of need that are described in the SEND Code of Practice are:

Communication and interaction – this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger’s Syndrome.

Cognition and learning – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing

behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD). (6.28-6.35)

Children with any of these needs are included in our school community.

Identification and Assessment of SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At Heron Park we will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

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

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEND support, the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. (6.15, 6.17, 6.23, 6.45)

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. (6.21, 6.24)

At Heron Park we are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. (6.20)

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves. (6.20)

Where it is decided to provide a pupil with SEND support the decision will be recorded in school records and we will formally notify parents. We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEND information report. (6.43, 6.48, 6.73, 6.83)

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

At Heron Park a school based SEND support plan (SBP) is used when, despite the appropriate targeted support, a child continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. (6.63)

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child SEND. An EHC needs assessment will not always lead to an EHC plan. (6.63)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level. (9.2)

Working in partnership with parents

At Heron Park we are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of children at least three times each year.
Provide an annual report for parents on their child's progress.

If there are any disagreements with parents about SEND support for their *child/young person*, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. (1.1, 6.64, 6.65. 11.71)

Involving children/young people

At Heron Park we are committed to involving *children/young people* with SEND in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children. Provide children with the information and support necessary to enable full participation in decision making.

- Support children to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. (1.1)

Assessing and reviewing outcomes

At Heron Park we record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. We record details of additional or different provision made under SEND support. This forms part of regular discussions with parents about the child progress, expected outcomes from the support and planned next steps. (6.72, 6.73)

SEND support takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. (6.44)

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. (6.43, 6.53)

Reviewing an EHC plan

At Heron Park EHC plans are used to actively monitor children progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEND officer, a health service representative and a Local Authority social care representative will be invited to the review meeting.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting. (9.166, 9.168, 9.176, 6.56)

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews. (10.20)

Transition

At Heron Park the great majority of children with SEND or disabilities, with the right support, can find work, be supported to live independently, and participate in their

community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another. (6.57, 8.7, 8.8)

At Heron Park if a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15 February in the calendar year of the transfer. (9.179)

The approach to teaching children with SEND

At Heron Park we set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it. (1.24, 6.12)

Curriculum and learning environment

At Heron Park all pupils have access to a broad and balanced curriculum. In the details of the curriculum provided in each year, we include details of how the curriculum is adapted or made accessible for pupils with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND. (6.12, 6.82, 1.34)

Training and continuing professional development (CPD) for staff

At Heron Park we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. (6.37, 6.77)

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. (6.50)

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. (6.4)

Evaluating the effectiveness and impact of SEND provision

At Heron Park we maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so. (6.74, 6.76, 6.77)

Inclusion

At Heron Park we are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity. (xix, 8.8)

Emotional and social development and well-being

At Heron Park we support the emotional, mental and social development of children with SEND and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. (4.32) We make provision for pupils' spiritual, moral, social and cultural development.

Involving specialists

At Heron Park we will always involve a specialist where a *child* makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEND support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions. (6.59)

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff. (6.59, 6.62, 3.7, 3.25)

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after. (10.7)

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly. (6.61, 3.13)

Funding for SEND

At Heron Park we have an amount identified within our overall school budget, called the notional SEND budget. This is not a ring-fenced amount. We provide high quality

appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium. (6.96, 6.97)

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. (6.99)

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. (9.95,9.98)

Data Protection

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents *or the young person*, except for specified purposes or in the interests of the child. (9.211)

See our Data Protection policy for more information.

If you have any questions about this policy please contact the SENDCO or Headteacher as detailed above.

This policy was developed by Mrs Sarah Coppard

This policy was reviewed on 5th October 2017

Parental Consultation completed on.....

Ratified by Governors.....

Review due.....