

The Henry Moore Primary School

Special Educational Needs and Disability Policy

(fully compliant with the new Code of Practice for Special Educational Needs and Disability (SEND) 2014)

This document sets out our policy towards the special educational needs of our pupils and is supplementary to the school's policies for the education of all our pupils. Please also refer to the school's SEND Information Report – available on the school website.

Our Ethos

Our guiding principle is one of inclusion. We want to identify and break down any possible barriers to learning and ensure that every child can reach their full potential within all elements of school life and as part of the wider community. All children are entitled to an education that enables them to make progress so that they can:

- Achieve their best;
- Become confident, resilient individuals;
- Make successful transitions to their next stage of schooling and ultimately into adulthood.

All teachers are teachers of children with Special Educational Needs who apply high quality teaching at every stage in a child's journey through education. We recognise that it is the class teacher's responsibility to meet the needs of all children in their care and the majority of pupils will have their needs met through:

- High quality teaching and learning strategies;
- Modification to teaching approaches and adaptation;
- Modification to classroom organisation and teaching materials; and/or
- Provision of ancillary equipment aids.

However, if a pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs. See pages 7-8 'Graduated response' for further explanation on identification and definition.

Aims and Objectives

- To value all the pupils at our school equally and hold the child at the centre;
- To ensure a supportive learning environment for all our children and to respond early and appropriately to their needs, working closely with the family;
- To ensure that all pupils have equal access to high quality teaching through a broad, balanced, creatively themed curriculum which is carefully adapted to meet individual needs and abilities;
- For all teachers and support staff to recognise and meet the needs of all pupils;
- To offer high quality support to ensure that all needs are met;

- To maximise the opportunities for pupils with SEND to join in with all the activities of the school;
- To celebrate what children can do and to foster the success and achievement of all;
- To seek the views of the child and place these at the heart;
- To acknowledge and draw on parental knowledge and expertise in relation to their child and maintain close liaisons with the child's parent/s / carer/s;
- To set out an approach which encourages active, regular communication between all those concerned – pupils, parents/carers, teachers, support staff, specialist staff and other agencies.

Roles and Responsibilities

This policy will contribute to achieving the objectives above by ensuring that provision for pupils with Special Educational Needs is a matter for the whole school and in some cases the wider community e.g. health care, the local authority. It will also ensure that provision for pupils with SEND is part of the continuous cycle of assessment and review.

Governing Body

The Governing Body has a nominated governor for Special Educational Needs; Mrs Kristin Dockar.

The school governors have specific responsibility to:

- Use best endeavours in exercising their functions to ensure that the necessary special educational provision is made for any pupil who has SEND;
- Ensure that parents are notified by the school when special educational provision is being made for their child because it is considered that he or she has SEND;
- Ensure that a child's needs are made known to all who are likely to teach them;
- Ensure that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND;
- Consult the LA and the Governing Body of other schools when it seems necessary to co-ordinate special educational provision in the area as a whole;
- Ensure that pupils with SEN join in the everyday activities of the school together with children without SEN, as far as is compatible with them receiving the necessary special educational provision, the provision of efficient education for all other pupils, and the efficient use of resources. (3.5 DfE Governors' Handbook January 2015)

SENCO

The SENCo is Mrs Sarah Scott. Mrs Scott is responsible for the day to day running of SEN across the school. Mrs Scott is currently studying towards the NPQSENCO. She works closely with the Senior Management Team, leading the day-to-day implementation of the specific SEN responsibilities as listed below.

Assistant Senco

Mrs Josie Drake is an experienced member of a staff and supports Mrs Sarah Scott with ensuring the smooth running of the daily SEN support at Henry Moore.

Specific SEN responsibilities include:

- Determining the strategic development of the SEND policy and provision with the Head Teacher and the Governing Body;
- Working with the Head Teacher and Governors to ensure that the school meets its responsibilities under the Equality Act 2010, Children and Families Act 2014 and SEND Code of Practice 2014;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating specific provision to support children who receive SEN support and those who have Education, Health and Care plans (EHC plans);
- Liaising, supporting and providing professional guidance to teaching colleagues and support staff;
- Liaising with and supporting families to ensure that parents are kept fully informed of their child's support and progress;
- Advising on the graduated approach to providing SEND support;
- Being a key point of contact with external agencies, including the Local Authority (LA) and being aware of the support services provided under the LA's Local Offer;
- Liaising with Early Years providers and Secondary schools, Inclusion Partners, Educational Psychologists, health care (including Paediatricians, Emotional Well-being and Mental Health Services (EWMHS – formerly CAMHS), Occupational Therapists, Physiotherapists, school nurse), Social Care, Speech and Language Therapists and any other independent or voluntary bodies who may be providing SEND support and advice to a child and their family;
- Liaising with potential next providers of education to ensure a child and their family are kept informed about options and ensuring a smooth transition;
- Ensuring that the records of all children with SEND are kept up-to-date;
- Contributing to the continuous professional development of staff by providing in-house training;
- Working with and alongside children receiving SEND support;
- Tracking the progress of children with SEND and evaluating specific interventions.

Teaching Staff

All teachers are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for children with SEND. Inclusion is a key element within the school and all teachers do their best to adapt the curriculum to meet every child's needs. Teachers know that they are *"responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff"* (6.36 DfE SEND Code of Practice 2014).

Learning Support Assistants (LSAs) working directly with children with SEND

Sarah Scott is the line manager to the Learning Support Assistants who are working under the guidance of the Class Teacher in providing day-to-day SEND provision and support. These LSAs will:

- Ensure that the child who they are supporting has full access to learning opportunities;
- Maintain high expectations for the child they are supporting;
- Ensure that they are fully aware of the child's strengths and difficulties;

- Ensure that they are fully aware of agreed outcomes, short term targets and provision in place;
- Attend regular review meetings as appropriate;
- Work closely with the family of the child;
- Work closely with the SENCo/Assistant SENCo and any specialists working with the child;
- Attend regular training sessions or area cluster meetings as appropriate;
- Maintain any necessary records and/or collect evidence to track the effectiveness of provisions in place;
- Review progress over time along with the Class Teacher and SENCo;
- Ensure good links with other members of staff who are working to support the child.

Lunchtime Support Assistant

Sarah Scott is line manager to the LSAs who work with designated children over the lunchtime to ensure inclusion or to aid specific needs. These LSAs will:

- Ensure that the child is able to access and enjoy their eating time during lunch;
- Oversee the child's personal safety;
- Encourage positive social interaction between their designated child and other children within the dinner hall or playground (classroom at wet play);
- Promote and model positive language and develop communication skills for the child;
- Maintain the child's self-esteem;
- Promote self-help and independence;
- Support and model positive play skills;
- Ensure that the child has accessed the toilet during this time;
- Assist in personal care where appropriate;
- Ensure that an effective handover takes place between themselves and the Class Teacher/afternoon Learning Support Assistant, if appropriate;
- Work closely with the Inclusion SENCo and all members of the child's 'team' by forwarding observations in relation to the child's strengths, difficulties, likes, dislikes and achievements;
- Attend review meetings, if appropriate.

Learning Support Assistants who support delivering inclusive teaching within the classroom

The Heads of Year are line managers to the LSAs who support the Class Teachers in delivering high quality teaching to all children within the classroom. The Heads of Year are:

- Mrs Alexia Henderson – Assistant Head Teacher; EYFS and KS1 Leader;
- Miss Yvette Elysee – Year 1 Leader;
- Mrs Rees – Year 3 and 4 Leader;
- Mr Matthew Cook – Year 5 and 6 Leader;
- Mr Ross Tyrell – Assistant Head Teacher

Mrs Lissy Nixon – Deputy Head Teacher (previously SENCo across the trust)
Mrs Sarah Cowley (Head Teacher) gives strategic support across the whole school.

The class LSAs will:

- Ensure that inclusion is key;
- Support a range of ability groups within the classroom and facilitate independence;
- Encourage self-help and maintain self-esteem of all children;
- Work closely with the SEND LSAs and provide general support to children with a higher level of SEND;
- Provide input to the Class Teacher's assessments;
- (May) deliver intervention support to small groups/individuals within and outside the classroom; although the Class Teacher assumes all responsibility for the planning, deliverance of the intervention and ensuring that skills are transferred back into general class learning, the LSAs will be providing quality feedback to the Class Teacher;
- (May) seek the support of the SENCo / Assistant Head Teacher(s)/ Deputy Head Teacher or additional training to aid supporting a child with SEN as part of the cohort;
- Attend regular update meetings and reviews if appropriate;
- Be aware of the vulnerable children within the classroom and have knowledge of how their needs are being met.

Admissions Arrangements

Children with SEND (who do not have an EHCP) are admitted to the school on the same basis as any other child. For further information please refer to the school's SEND Information Report and Admissions Policy – both available to view on the school's website.

If your child has an EHCP, their admission is different, and you need to contact Essex Admissions and SEND Operations at Essex County Council about their admission.

Specialisms and Special Provision

There are no Special Educational Needs specialisms or units at The Henry Moore Primary School.

Special Facilities

The main building has full wheelchair access. There are three disabled toilets and a shower. In addition to this the Governors and staff always have, and will continue to, make every effort to accommodate a child's particular needs.

There is also a small sensory room which provides a flexible space for sensory stimulation and calm for all pupils, but is especially valuable for some with special educational needs and disabilities (SEND).

Please refer to the Harlow Inspirational Learning Trust's (HILT) Accessibility Policy and the Henry Moore Primary School Accessibility Plan for further information.

Allocation of Resources

The school receives a set amount of funding each year for SEND resources and this money is directed into areas of need. Provisions are given great consideration so as to meet the needs of the children whilst remaining practical for the staff. Provision of resources, including human resources, is closely monitored for quality purposes and it is our aim to provide the children on the SEND profile with the best possible support.

Where a child has been awarded an Education, Health and Care plan (EHC plan) top up funding is provided by the Local Authority in relation to higher level needs.

All SEND funding is used to ensure provisions are in place to support and develop individual needs and spending of this funding is monitored for effectiveness by the SENCo, Deputy Head, Head Teacher and Governing Body. Parents are kept informed throughout.

Identification and General Assessment

The four broad areas of need are:

1. Communication and interaction;
2. Cognition and learning;
3. Social, emotional and Mental Health difficulties;
4. Sensory and/or Physical needs.

For further explanation of the 'areas of need' please refer to the school's SEND Information Report available to view on the school's website.

A note on 'Behaviour' as this has been withdrawn from the new Code of Practice for 2014:

"Persistent, disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach may be appropriate" (6.21 Code of practice 2014).

For some pupils whose SEN and /or disability is associated with extreme behaviour, 'reasonable force' – **the minimum force necessary to prevent a pupil from physically harming him/herself or others, or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned** – will only be used when all de-escalation strategies and positive behaviour techniques fail to diffuse a situation. Please refer to our 'Use of Reasonable Force Policy' for further information.

Assessment

The school's normal system for observing and assessing the progress of individual children by the class teachers, Heads of Year and Assistant Head Teacher provides information about areas where a child is not progressing satisfactorily. The progress may show:

- The attainment gap between the child and their peers is widening or is failing to close;
- Progress is significantly slower than that of their peers starting from the same baseline;
- Attainment fails to match or better the child's previous rate of progress;
- The child is struggling to aid their own learning, maintain appropriate attention levels, organise themselves effectively or work effectively alongside other children.

Under these circumstances, teachers may need to consult the SENCo to consider what action in addition to high quality teaching can be taken. This review may lead to the conclusion that the child requires help over and above that which is normally available within the identified area and parents will be fully involved in the process. Early identification is essential, followed by ensuring effective provision is put in place to improve long-term outcomes.

“Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a child being recorded as having SEN. However, they may be an indicator of a range of learning difficulties. Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and left undressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties” (6.23 DfE SEN Code of Practice 2014).

Early Additional Provision

When a class teacher, Head of Year or SENCo / Assistant Head Teacher(s)/ Deputy Head Teacher identifies a child who may be struggling to make expected progress, the class teacher will provide interventions that are additional to those available through normal adaptations. This will take place when evidence shows that a child, who despite receiving adapted learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child’s identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in other curriculum areas;
- resents persistent emotional difficulties which are not ameliorated by the behaviour management techniques usually employed at the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an adapted curriculum.

In some cases professionals from Education, Health or Social Care may already be involved with the child. Where these professionals have not already been working with the child, parents or school staff may contact them for additional advice and support. The SENCo will work closely with the child, parents and staff and support any further assessment of the child and monitor the action taken. The child’s class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will be consulted regularly and kept informed of the action taken to help the child and the outcome of this action.

“Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents” (6.40 DfE Code of Practice 2014).

Graduated Approach

In order to help a child who has SEN, the school will adopt a graduated response from adaptation through to assessment level for an Education, Health and Care plan. The graduated response recognises a continuum of special educational needs and brings increasing specialist expertise to aid delivering support for difficulties that a child may be experiencing.

Review: Regular review meetings will be held with parents and staff (together with specialist external support where they have been involved) to assess the effectiveness of the support and the impact on the progress of the child. Parent and pupil views are gathered and evidenced along with any additional evidence e.g. observations from staff, work scrutiny and formal assessments. All parties will then use this information to inform the next steps in planning.

Do: The class teacher remains responsible for working with the child on a daily basis and will oversee any interventions which take place. They work closely with the LSAs and other staff involved to assess the impact of the support. The Inclusion Manager/SENCo supports the class teacher in further assessment of the child's strengths and difficulties and will advise in problem solving effective implementation of support. Parents will be encouraged to be as fully involved as possible. It is considered highly beneficial for a child to access the same strategies consistently at home and it can often prove enough to aid progression.

The Graduated Approach builds on more frequent review and more specialist expertise in successive cycles

4. Review

1. Assess

3. Do

2. Plan

Assess: Staff carry out a needs analysis based on teacher assessment information and attainment over time in addition to any other information e.g. behaviour/personal and social development observations. Staff gather information and views from the child, parents and any concerns raised by the parents will be assessed by the school and feedback will be given. Once provisions are in place, assessment remains continuous and regular reviews will be held, attended by parents, Inclusion Manager/SENCo, class teacher and any specialists involved.

Plan: The class teacher, Inclusion Manager/SENCo parents and pupil (where appropriate) agree interventions and support which will be implemented. Anyone working to support the needs of the child will be aware of provisions in place and will aid assessing the effectiveness of provisions along with progress made over time. This will be agreed at a 'one plan' meeting and a personalised plan (and 'one page profile' if appropriate) will be drawn up. Review date will be set.

"A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools." (DfE SEND Code of Practice: 0 to 25 years June 2014).

Requesting an Education, Health and Care Needs Assessment

“Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN 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. To inform its decision the Local Authority will expect to see evidence of the action taken by the school as part of SEN support” (6.63 DfE SEN Code of Practice 2014).

“To inform their decision the Local Authority will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child or young person’s academic attainment (or developmental milestones in younger children) and rate of progress;*
- information about the nature, extent and context of the child or young person’s SEN evidence of the action already being taken by the early year’s provider or school to meet the child or young person’s SEN;*
- evidence that where progress has been made, it has only been the result of much additional intervention and support over and above that which is usually provided;*
- evidence of the child or young person’s physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies” (9.14 DfE SEN Code of Practice 2014)*

Parents and the child will be fully involved in the process of application for an EHC needs assessment by the Local Authority as they work with a person-centred approach. There are also very specific guidelines for the timings of an assessment and further information can be found on the Essex Local Offer portal: www.essexlocaloffer.org.uk/

It is important to be aware that an EHC assessment does not always lead to an EHC plan. The information gathered may indicate ways in which the school can meet the child’s needs without an EHC plan. Where an EHC plan is granted, however, it will be reviewed annually by the Local Authority. The school will undertake this process on their behalf and will fully inform the local Authority.

Pupils with English as an Additional Language (EAL)

Some children find work difficult because their first language is not English. Where there is uncertainty about an individual child the class teacher will work closely with the SENCo / Assistant SENCO and EAL Lead to look carefully at all aspects of a child’s performance to establish whether the difficulties they have are due to limitations in their command of the English language or whether there is a special educational need. The process of identification of a special educational need for a child with EAL is the same as described above. Further advice, guidance and assessment may be sought from a specialist e.g. Educational Psychologist; but parents will be consulted at every stage.

Supporting children at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, 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 may also have special educational needs and may have an Education, Health and Care (EHC) plan which brings together Health and Social Care needs, as well as their educational provision and the SEND Code of Practice 2014 is followed.

Partnership with parents/carers of pupils with SEN

We view the partnership between school and parents as vitally important. We will always work closely with parents when their child is receiving help for their special educational need and ensure they are fully informed. Regular review meetings operate throughout the year between the SENCo and the parents, in addition to the class teacher meetings and reviews.

Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND are treated as partners and supported to play an active and valued role in their child's education.

The school can provide information about the Parent Partnership Service and can signpost parents of children with SEND to any other relevant organisation which exists to support parents and families. Further information can be found in the school's SEN Information Report and through the Local Offer published by Essex: www.essexlocaloffer.org.uk/

Pupil Participation

Children are encouraged to participate in all decision-making including the setting of learning and personal targets. The child will contribute in recognising their strengths and difficulties along with likes and dislikes and will, where possible, consider what helps them in their learning. They will also be involved in discussions relating to desired outcomes and what they need to do to achieve their goals. They will also be encouraged to understand how their parents and the school are going to support them in reaching for their goals. Pupil voice will be captured through informal discussions, questionnaires and self-evaluation with the use of pictures and written answers in child friendly formats.

Complaints Procedure

If any parent has a concern or a complaint relating to the SEND provision within the school, the following procedure applies:

1. In the first instance parental concerns should be communicated to the child's class teacher. It is expected that virtually all matters will be dealt with at this level.
2. If matters are not resolved to everyone's satisfaction the matter **might**, (though not necessarily) go to the SENCo or Head of Year.
3. If still not resolved the matter **might**, (though not necessarily) go to the Assistant Head Teacher/ Deputy Head Teacher.

4. Only if this procedure has been followed and matters are not resolved then the matter **might** (though not necessarily) be taken to the Head Teacher.

It is expected that most matters will be resolved at class teacher level.

*The Head Teacher unfortunately is not, and cannot be available on demand.

5. If the matter continues to be unresolved, parents are requested to put their concerns in writing to the Head Teacher and Governing Body.

Educational Links and Transfer Arrangements

- The SENCo and other staff maintain close links with other mainstream schools and special schools to ensure that we are offering the best provision we can for the child;
- The SENCo attends regular meetings/clusters at national and local level to keep up-to-date with legislation and practice;
- We liaise with the early years providers from whom we receive children. Visits are arranged for us to visit the children in the nursery and for the children to have a proper induction to our school;
- At the time of transfer to our school all relevant records are read by the class teacher and any relevant information regarding a child's special educational need is passed on to the SENCo;
- At the time of transfer to another primary school, relevant records are passed on to the receiving school and, where appropriate, direct contact is made with the receiving school's SENCo and/or other relevant staff;
- Transition arrangements for year 6 children begin early. Where appropriate, pupils have opportunities to make additional visits to their named secondary school. At the time of transfer, relevant records are passed on to the receiving school and, where appropriate, direct contact is made with the receiving school's SENCo and/or other relevant staff;
- At the time of transfer to a special school all relevant documents are passed on to the school and direct contact is made with the receiving school's SENCo and/or other relevant staff.

Links with other agencies and voluntary organisations

Where a child continues to make less than expected progress, despite evidence based support and interventions matched to their needs, external support services could play an important part in helping the school to further identify, assess and make provision for children with SEN. Parents will always be consulted in supporting this action. When the child is being visited or assessed by a specialist, the parents are invited to meet with the specialist, SENCo and class teacher to discuss any information gathered on the day.

Some of the external agencies include:

- Educational Psychology Service
- Inclusion partners
- Child and Adult Mental Health Services (CAMHS formerly EWMHS)

- Education Welfare Service
- Social Care
- School Nurse Service
- Healthy Family Support Practitioners
- Local Authority Special Schools Outreach Service
- TAS (Team Around the School – Home/School Liaison Officer)
- Speech and Language Therapy (Independent S< and NHS Service)
- Child Development Centre (Paediatric Team, Physiotherapy and Occupational Therapy)

Any action taken to involve other agencies forms part of the graduated approach within assess, plan, do and review; regular review meetings are essential.

Continuous Professional Development of all Staff

The school makes an annual audit of staff training needs through the performance management reviews (PMR), taking into account the school's priorities as well as personal professional development.

Particular support is given to Early Careers Teachers (ECTs) and new members of staff, in addition to members of staff supporting children who have a need which they have not previously encountered.

The Head Teacher, Deputy Head Teacher, Assistant Head, SENCo and members of the Leadership Team regularly consider training needs of the staff in relation to new policies and directives from the Government and in relation to changes within the school.

Success Criteria

The success of the education offered to the children with SEND will be judged against the aims set out within this policy. The policy will be reviewed at least annually and the Governing body will be informed of its implementation.

Mrs Lissy Nixon

Reviewed and updated by Mrs Lissy Nixon August 2025