



Special Educational Needs Policy

Adopted: September 2015 Reviewed March 18 Next Review date:

The effectiveness of our policy will be reviewed annually by the SENCO in conjunction with the Head Teacher and shared with Staff and Governors to ensure it reflects our current practice and any local or national developments.

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

In 2014 the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England changed. The legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A SEN Code of Practice also accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can find more information describing this new pathway on Nottinghamshire's SEND Local Offer website:

<http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?directorychannel=10>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

- ◆ **We actively seek to include children from all cultures and backgrounds, including disabled children and those with special educational needs, in accordance with our Equal Opportunities Policy, Race Equality Policy and Behaviour Policy.**
- ◆ **Children with special educational needs have a right to a broad and balanced curriculum and to be educated alongside others in accordance with the DfES Special Educational Needs Code of Practice 2014**
- ◆ **All pupils should be encouraged and enabled to develop their full potential intellectually, socially, emotionally and physically according to their age, aptitude and ability**
- ◆ **All pupils should feel respected, in order that their self-image and self-esteem is enhanced, in a safe and happy environment**
- ◆ **The feelings and opinions of children and their families are important and valued**
- ◆ **Parents/carers have a vital role in supporting their child's learning**

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- ◆ The staff and governors support a whole school approach to Special Educational Needs. We work together as a team, collaborating and co-coordinating all that we do for the benefit of all children.
- ◆ We believe in fully including all children.
- ◆ We recognise that all children may have special educational needs at some point in their education. We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children.
- ◆ We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school
- ◆ Wherever possible, we aim to share learning objectives with all children, including those with special educational needs, to involve them in evaluating their progress and setting new targets.
- ◆ We aim, through interventions and support for the children on the special needs register to make good progress.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers and regular progress meetings will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO and the class teachers and will be carefully monitored and regularly reviewed in order to ensure that individual outcomes are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's Support Plan. Information on support agencies, including the Parent Partnership Project, is available from the SENCO. Parents/carers to receive a leaflet about Special Educational Needs at Heymann in their admission packs. We hold drop in Support Forums which parents can attend to discuss concerns and share ideas with other parents. We can always be contacted for an appointment to discuss other concerns.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. This may include arranging and leading team around the child meetings so that appropriate outcomes for children can be supported by other agencies when necessary.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [*e.g. membership of the School Council and green group*]. This means providing time for one to one meetings between pupils and their teacher/SENCO/TAs and will be made easier by carefully monitoring the progress of all pupils. Whenever appropriate, children's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their strengths and preferred learning style will always be taken into account when planning their learning. Children will always be given time if they need to talk through any anxieties or concerns they have.

Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children and co-ordinating the day to day provision of education for pupils with SEN is SARAH HEWITT /SENCO] sarah.hewitt@heyman.notts.sch.uk

SEN provision is a whole school responsibility:

Roles and Responsibilities

Headteacher:

- ◆ Have regard to the Special Educational Need (SEN) Code of Practice in school planning
- ◆ Determine the use of financial resources, staffing levels and staff deployment
- ◆ Ensure staff development, in-service planning for Governors, teachers and teaching assistants
- ◆ Establish policies on class organisation and pupil groupings with staff
- ◆ Monitor data analysis and report back to governors
- ◆ Ensure links with MAT and Family schools

Governors:

- ◆ Determine school's general policy
- ◆ Appoint the 'person responsible' for Special Needs (SENCO)
- ◆ Have regard to the Code of Practice in all decisions
- ◆ Establish the appropriate staffing and funding arrangements and maintain an overview of the school's work
- ◆ Ensure that where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- ◆ Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs
- ◆ Work with the governing bodies of other schools in the area and the MAT where necessary to co-ordinate special educational provision.
- ◆ Ensure that necessary provision is made for any pupil who has special educational needs and that all pupils are fully included

SENCO

- ◆ Ensure a consistent whole school approach to special needs.
- ◆ Ensure that relevant background information about individual children with special educational needs is collated, recorded and updated.
- ◆ Maintain the upkeep of an appropriate special educational needs register and review when necessary (updated & shared with staff at least termly).
- ◆ Seek advice and support and liaise with outside agencies and with other SENCOs
- ◆ Maintain a provision map to show who is being supported and how.
- ◆ Monitor the impact of intervention strategies and act upon the findings.
- ◆ Arrange formal reviews three times a year or when necessary and ensure completion by teachers of appropriate Support Plans.
- ◆ Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process.
- ◆ Write Higher Level Need and attend Family moderation visits and meetings.
- ◆ Attend Family Springboard meetings and make appropriate referrals
- ◆ Liaise with other SENCOs within the family regarding AFN and FNF budgets and training across the family of schools.
- ◆ Work with SENCOs across the MAT where appropriate
- ◆ Complete transfer forms for those children at the end of Year 6 who are on the SEN register, in liaison with Y6 staff.
- ◆ Liaise with SENCOs at new/secondary schools.
- ◆ Monitor the use of, maintain and develop SEN resources.
- ◆ Liaise with parents and other agencies at formal and informal meetings.
- ◆ With the Head teacher, coordinate the support of external agencies.
- ◆ Contribute to the in-service training of staff.

- ◆ Ensure parents are made aware of the Department of Children and Young People's Services (DCFS) published materials concerning special educational needs.
- ◆ Organise a timetable of Teaching Assistant (TA) support and work out costings. Adjust timetable throughout the year to respond to need and effectiveness of intervention strategies.
- ◆ Monitor Dyslexia practice. (School was awarded the Dyslexia Friendly Standard in February 2012 and working towards renewing 2018)
- ◆ Monitor the effectiveness of Teaching Assistants and support when necessary.

Class Teachers:

- ◆ Take responsibility for the needs of all their children
- ◆ Ensure planning is fully inclusive
- ◆ Complete provision map termly as a cohort team
- ◆ Liaise with TAs to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- ◆ Liaise with SENCo, TAs, parents and children to write appropriate Support plans and update termly
- ◆ Be responsible for initial identification, assessment, planning and evaluation to meet individual needs
- ◆ To complete concern forms promptly when concern arises and pass to SENCo and Behaviour support lead
- ◆ Meet termly with the SENCo, assessment coordinator and Headteacher to monitor the progress of vulnerable pupils and act upon their findings to ensure good progress
- ◆ Complete support plans; including notes for review meetings and be involved in review meetings with families and SENCo.
- ◆ Implement in-class support and differentiate teaching
- ◆ Liaise with, assist and guide support staff within their classroom, to ensure delivery of the curriculum
- ◆ Ensure support staff have copies of planning in advance
- ◆ Show care and concern through a flexible and positive attitude when dealing with pupils with special educational needs and the difficulties which these children may encounter
- ◆ Where appropriate, share with the children their learning targets, give them opportunities to voice their view on their learning and enable them to participate in decision making regarding their special needs
- ◆ Liaise with the new class teacher in school and where children move schools regarding needs, support plans and involvement of other agencies etc.
- ◆ Implement strategies to ensure classrooms are dyslexia friendly

Teaching assistants:

- ◆ Liaise with Class teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- ◆ Liaise with Class teachers to support them to write appropriate Support Plans
- ◆ Support children to achieve their targets
- ◆ Implement dyslexia friendly strategies and interventions; TAs that have been trained in the dyslexia strategies by Dyslexia Action should ensure these are implemented fully and monitored carefully for effectiveness
- ◆ Implement interventions, monitor their impact and feedback to the class teacher
- ◆ Work with groups and individuals to help them become independent learners
- ◆ Attend review meetings when necessary
- ◆ Attend training where necessary
- ◆ Work alongside SENCo and class teacher to make sure all children's needs are met; including physical and care needs

Relationship and Behaviour support

- All TAs are responsible for supporting children who have behavioural, social or emotional needs
- The Behaviour and Relationship lead should; implement programs for self-esteem, anxiety and managing feelings and monitor their effectiveness. They will also work with small groups and individual children on any specific issues and develop nurture throughout the school. They will meet regularly with the SENCo to review the needs within school.

Other staff in school.

- It is the responsibility of all staff in school to make sure all children feel included. All staff should be aware of the school's aims and help to create a positive learning environment for all.
- Where necessary staff, staff may need training to help with this e.g. behaviour management training for midday supervisors.

External Agencies

All staff have a responsibility to work with other agencies.

There may be occasions when we need advice from other professionals. We will discuss this fully with parents before contacting any agencies and they will need to sign consent forms. When external agencies are involved these children are discussed at termly Family of Schools Springboard meetings.

Other Agencies include:-

- Schools and Families Support Services
- Early Years Support
- Sensory Impaired Support
- Behaviour Support
- Speech and Language Therapy Service
- Educational Psychology Service
- School Health Team
- Community Paediatrician
- Parent Partnership
- Sure start
- Family Services / The Early help Team
- Integrated Children's disability service
- Camhs

Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as provision maps and Support Plans for individual pupils. These will be available for staff to access through SharePoint

All staff have access to:

- The Heymann SEN Policy;
- A copy of the full SEN Register and provision map.
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including targets set and copies of their support plans.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff and parents where appropriate in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

We will work very closely with families, our nursery, the other pre-school settings and other stakeholders involved with our children. A guide to Heymann Nursery admissions and to primary school admissions in Nottinghamshire is available on the school website:

<http://www.heyman.notts.sch.uk/page/?title=Admissions&pid=73>

Transition

Transition into school, between classes and onto their next school is carefully managed by all the staff. At the end of each year the class teachers hold meetings with the children's new teachers.

TAs also meet at the end of each year to pass on information about vulnerable children. Class teachers pass on all relevant information regarding children including details of any interventions, difficulties etc. Staff will work together to produce a support plan for the following year. Children spend two days with their new teacher in the summer term. Some children will be supported with additional transition activities and visits.

Transfer to KS3

The Director of learning for Inclusion and the Year 7 pastoral Assistant at West Bridgford School is invited to Year 6 reviews to meet with the children and their families. We also liaise closely with the head of Year 7 and the pastoral assistant. When a child is moving to a different secondary school we would also contact and liaise with the relevant staff.

In the summer term, some children will also attend extra visits at West Bridgford School to familiarise themselves with the support available, meet staff and support transition. The children also produce a passport to support their transition.

Transfer forms are completed by the SENCO/class teacher and relevant documentation is transferred indicating the child's needs and placement on register, relevant assessments and nature of current support.

The SENCO informs the school of any children with specific learning difficulties, and if any special arrangements have been made at KS2 SAT's. The SENCO will also liaise with other secondary schools when necessary and build in an appropriate transition package.

Specialist SEN provision

Heymann has 25 pupils with SEN (March 2018) and a further 47 children who are also being supported and monitored as school support, although this is continually under review and there is a variety needs that require different levels of support.

We have several members of staff who have training in SEN provision and support. Where staff need training to support a child we will try to access this as soon as possible.

Facilities for pupils with SEN

Provision includes:

Physical Environment

KS1 Building

The building is fully adapted to accommodate children with a physical building. There is an incline between the two outside levels. Although year 1 use the steps to reach the first floor, there is access to a lift where necessary. There are handrails on all stairs. The doors are all wide enough to accommodate wheelchairs. Each floor has a disabled toilet. All classrooms have an adjustable table for wheel chair access.

The car park has 2 disabled car parking spaces.

The KS1 Building also has a well-equipped, purpose built sensory room.

The linking path between the two sites meets DDA requirements.

KS2 Building

The school has been partially adapted to accommodate children with a physical disability. The car park has a designated disabled parking space with ramped access to the pavement. The entrance to the main school building has handrails, ramped approach and doors suitable for wheelchair access. There is purpose built disabled toilet with shower facilities. The steps leading to the Year 6 classrooms, the Y4 block and small playground have hand rails; yellow paint identifies the edge of steps and pillars around the whole school for children with a visual impairment. There is also a smaller disabled toilet in the Year 6 area and an adapted toilet/changing room in the classrooms near the small playground.

Assistive technology

In school we use technology to support the children in a variety of ways. We have specific software for the laptops and apps for the iPads to support children with different needs. We use computer based interventions to support the children with dyslexic tendencies. We have also accessed equipment from Physical Disability Specialist Service.

Curriculum access

Strategies to support children with SEN to access the curriculum include:

- Differentiated planning
- Preparing children before lessons and giving individual feedback after lessons
- Using technology and other supporting resources
- Adult support
- Specific interventions
- Dyslexia friendly strategies (staff are given appropriate information)
- Visual prompts

Children may also receive extra time and/ or an adult reader for SATs if they meet the criteria

The school has a range of specialist SEN facilities in place. These are:

- A well-equipped, purpose built sensory room in the Nursery/ KS1
- A lift in Nusery/ KS1 building
- Adjustable furniture
- Software for the computers and apps for the ipads

Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional funding. This additional funding is from a budget which is devolved to and moderated by the Family of Schools (AFN). For those with the most complex needs, additional funding is retained by the local authority (HLN). The Sencos within the Family of Schools will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

In order to access this funding the Sencos of the family primaries will complete a moderation visit to each of the primary schools. To assess the children and also to share expertise. Every effort will be made to secure additional funding from the FAMILY moderation process and other agencies should this be considered necessary.

The West Bridgford Family of schools which includes:-

Heymann Primary School
West Bridgford Infants School
West Bridgford Junior School
Jesse Gray Primary School
Greythorn Primary School

We work together in a 'contracted delegation' system which means we meet as a family of schools to moderate our AFN budget and then review the family allocations. We also meet to support training needs. The family of schools also support each other with specialist knowledge and joint training.

Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries or with specific diagnosed needs will be monitored. Some of the strategies we use to assess include

Identification Methods:

- Foundation Stage entry profile assessment
 - Baseline assessments in Nursery, Foundation and KS1
 - Parental concern
 - Teacher and Teaching Assistant observations and assessments
 - Medical reports
 - Pre-school transfer records and class teacher records
 - Outside agencies e.g. Speech Therapist, educational psychologist
 - Pre-school liaison e.g. local Nursery and Playgroups
 - Cohort tracking on Scholar pack (software)
 - Termly meetings with the Head teacher, SENCo, assessment coordinator and class teachers to monitor children's progress
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- **Published tests;**
KS1: Year 2 will complete SATs in the summer term.
Year 1 will complete phonic testing in the summer term.
KS2: Year 6 will complete the SATs in the summer term.

- **In-house tests/assessments**

EYFS: Baseline

KS1: Year1 NFER in reading and maths and writing No More Marking

KS2: Year 3,4 and 5 NFER in reading, maths and spelling

Year 3,4,5 and 6 Writing No More Marking

In all year groups on-going formative assessments are made to inform planning and end of year summative assessment.

National Curriculum assessments and tracking

- BSquared & P Levels (P levels are under review and will be replaced in the near - both the assessment coordinator and the SENCO are researching and attending training to find out how best to replace assessments for children working below national curriculum age related expectations) see Rochford Review: <https://www.gov.uk/government/publications/rochford-review-final-report>
- Dyslexia screens
- Sandwell maths assessment
- Behaviour logs
- WRAT tests
- British Picture Vocabulary Screen
- Speech and language Assessments

School support

Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is formally recorded by the school as being school support, due to concern by parent or teacher but this does not necessarily place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference. If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.

Pupil progress meetings are used to monitor and assess the progress being made by the child. These happen termly. We will meet more frequently dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have more complex difficulties, parents will be formally advised of this and the decision will be added to the pupil's school SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

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

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, published tests and baseline assessments as well as the views and experience of parents and the where relevant of the pupil. Advice from external support services will also be considered.

This analysis will require regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

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

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

Do

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

Review

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

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral will be taken at a progress review.

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

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

- Other support agencies

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

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. It may be decided that the child does not need a RHC and a plan will be declined. The school and the child's parents will be involved developing and producing the plan when agreed.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the needs of the individual and as far as possible taking into account the wishes of themselves and their parents

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Strategies to ensure all children can access the curriculum include:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class resource materials and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or small group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group or individual teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

- Providing an environment that is dyslexia friendly and that takes into account different learning styles and sensory needs.

Inclusion of pupils with SEN

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the senior leadership team and curriculum teams within school to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. We will also make any reasonable adjustments to ensure that all children can access school visits and extracurricular activities.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', The Early Help Unit, Rushcliffe Primary Behaviour partnership, the Multi-Agency Safeguarding Hub, Sure start and Health services (including speech and Language, School Nurse and CAMHs)

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Staff make ongoing assessments as well as using a variety of assessment tools (see identification methods). We also meet regularly with parents and children at review meetings and parent evenings. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Termly progress meetings with the assessment coordinator, SENCo and cohort staff are held to monitor progress of different groups including children with SEND.

Staff record interventions and extra on provision maps generated by the SENCo to provide an overview of provision. The SENCo and Relationship and Behaviour lead also use tracking to monitor the effectiveness of interventions to support children with behavioural, emotional and social difficulties.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO alongside the assessment coordinator and head teacher and information is gathered from different sources such as intervention tracking and pupil progress data, as well as parent and child surveys and information given by parents at review and parents evenings. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The head teacher and senior leadership team will aim to resolve any complaints as soon as possible.

The School complaints Policy is on the school website or available on request from the school office.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes:

- Rushcliffe Learning Alliance (RLA)- all staff attend a variety of training through the Alliance. The SENCo will attend a specific SEN training event termly. TAs also access training through the RLA.

- The family of schools and Rushcliffe Learning Alliance schools will also support and use expertise within the schools to train each other where possible.
- Specialist schools and Families services provide training. This usually occurs within the family of schools or RLA. Recent training has included training on the use of Numicon as a Maths intervention resource and the use of AET framework to assess children with autism. Training to support individual children is also provided through SFSS; recent training for specific pupils has included using the narrative approach to support writing and the whole word approach to reading.
- The Rushcliffe Primary Behaviour Support has provided training for teaching staff, TAs and Midday Supervisors on behaviour management and will continue to offer support where necessary.
- The Educational Psychologist also provides training for example on attachment issues.
- The family of schools also work together to train staff and have previously worked with Dyslexia Action on specific interventions.
- Individual staff also attend training to support specific needs.

The lead TA alongside the SENCO, CPD coordinator and head teacher will ensure all TAs and Middays are included in CPD.

The SENCO will also attend other relevant SEN courses, Family SEN meetings, LA family network meetings, and facilitate/signpost relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team and CPD coordinator, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO, who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Other Agencies include:-
- Schools and Families Support Services
 - Speech and Language Therapy Service
 - Educational Psychology Service
 - School Health Team
 - Community Pediatrician
 - Parent Partnership
 - Sure start
 - Rushcliffe Primary Behaviour Partnership
 - Early Help Unit
 - Family Services
 - CAMHS

Working in partnerships with parents

Our Parent Partnership Policy and Policy for Separated Parents are available on the school website.

Heymann believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to the correct intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's Individual Education Plan. Information on support

agencies, including the Parent Partnership Project, is available from the SENCO. Parents/carers to receive a leaflet about Special Educational Needs at Heymann in their admission packs.

Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office.

The SENCo: Sarah Hewitt can be contacted by phoning the school office or emailing:

sarah.hewitt@heyman.notts.sch.uk

Parents are kept up to date with their child's progress through parent's evenings, reviews meetings and reports at the end of each year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor, may be contacted through the school office in relation to SEN matters.

Links with other schools

Heymann is part of the Equals Trust;

Equals Trust passionately believes that partnership working raises educational standards and improves life chances for students within the partnership.

More information can be found on the school website;

<http://www.heyman.notts.sch.uk/page/?title=Equals+Trust&pid=141>

As well as being part of the West Bridgford Family of schools Heymann is a member of *Rushcliffe Learning Alliance*. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Signed _____ *[Name]*
(Headteacher)

Date _____

Signed _____ *[Name]* **(SENCo)**

Date _____

Signed _____ *[Name]* **(SEN**
Governor)

Date _____

This policy will be reviewed annually.