

Ings Primary School



active minds, active bodies, active souls

School based SEN offer

Policy prepared by	R Hardie
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Please be aware that at the current times provision within the school may be affected by Government restrictions in relation to the Covid-19 pandemic. The SENCO remains contactable via 'phone and email throughout this time.

1. Definition of Special Educational Needs (SEN)

(What are SEN?)

“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.”

SEN Code of Practice 2014

2. Definition of Disability

(What is the definition of a disability?)

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

3. Special Educational Needs for Which Provision is Made

(Which types of SEN can Ings Primary School support?)

Ings Primary School currently supports around 60 children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI)

In recent years, Ings Primary School has had experience of supporting pupils with Speech, Language and Communication Needs, Autistic Spectrum Disorder, Specific Learning Difficulties, mild and moderate learning difficulties, Attention Deficit Hyperactivity Disorder and Hearing impairment.

4. Policies for the identification and assessment of pupils with SEN.

(How are pupils with SEN identified?)

The school responds to concerns about pupil progress, from either parents or staff, using a graduated response.

4.1 Cause for concern

If a teacher has concerns that a pupil is not making adequate progress after implementing normal, high quality, teaching then he/she will complete a cause for concern sheet which will keep a record of the strategies that have been tried with the pupil in the classroom and discussions that have taken place with parents. The pupil will be monitored for a period of around one term, dependent on the level of need.

Pupils will be assessed through a mixture of ongoing teacher observation and work done in books, and more formal assessments of reading, writing and maths that are carried out termly in years 1-6.

4.2 The SEN Register

If, having been identified as a “cause for concern,” and appropriate strategies having been put in place, a pupil continues to make little or no progress, and continues to work significantly below the level expected for his/her age, then, in consultation with the pupil’s parents, the pupil will be placed onto the school SEN register. At this point an Individual Education Plan (IEP) or one page profile will be written by the class teacher. A one page profile sets out a child’s strengths and areas of difficulty and strategies that can be used to support them. An IEP will set out desired outcomes for the pupil and the support that the school will put in place to help the pupil attain these outcomes. IEPs will be reviewed at least three times a year, and parents and pupils will be involved in the review process.

Pupils will continue to be assessed using the standard school procedures. Additional assessments may be carried out in school or by external agencies. The purpose and results of any such assessments will always be discussed with parents/carers.

On review, if despite additional input, it is felt that more specialist support is needed, referrals will be made, after discussion with parents, to appropriate external agencies. The IEP will be updated to reflect the advice and support of the external agencies. Again, the impact of the support will be monitored regularly.

4.3 Statutory Assessment

If, despite the interventions that have been put in place, significant and adequate progress has not been made, then a request will be made to the Local Authority to consider Statutory Assessment. Such requests can be made by the school, parents/carers or pupils themselves.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.
- Social, Emotional and Mental Health

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

4.4 Education, Health and Care Plans

Following Statutory Assessment, a pupil may be issued with an Education, Health and Care Plan. These plans will set out

- what the pupil's learning, health and care needs are
- what provision will be made for them
- how the needs will be monitored
- which school the pupil should attend.

It is a legal requirement that a pupil's Education, Health and Care Plan is reviewed on an annual basis.

5. Policies for making provision for pupils with SEN

(What provision is made for pupils with SEN at Ings?)

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

- The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by class teachers in collaboration with parents, the SENCo and the pupils themselves.
- Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole school policy of termly assessment of progress. In addition, these pupils may be assessed in more specific areas using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.
- The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. This may include:
 - (i) In class support, where a teaching assistant may support one or more children to understand the content of the lesson.
 - (ii) Use of resources to enable the child to work independently
 - (iii) Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of pupils
 - (iv) One to one withdrawal, where there may be targeted support in an area of need.

Some of the interventions that are used at Ings Primary School are: RWI phonics 1:1 work, Numicon, small writing groups, precision teaching, speech and language work, Write from the Start, friendship groups, fine motor skills groups, play therapy and emotional wellbeing support.

At Ings Primary School, we recognise the benefits to children of being involved in extracurricular clubs and activities. We offer a wide and varied range of lunchtime and after school clubs. All children are able to attend the clubs that are offered to their year group, regardless of ability. Parents/carers should contact the school if their child would like to attend an extracurricular activity but would require additional support in order to do so. On occasions, there may be a waiting list in operation.

6. Contact details of the SEN co-ordinator. (Who can I contact about SEN?)

SENCo name: Mrs R Hardie

Contact Telephone number: 01482 374367

Email: admin@thrivetrust.uk

7. Expertise and training of staff in relation to children and young people with special educational needs

(What training have staff had?)

- All staff within school, both teaching and non-teaching, have had the relevant safeguarding training
- The SENCo holds the National Award for Special Educational Needs Coordination
- The SENCo attends regular Local Authority training and cluster meetings with other SENCos across Thrive Trust at which good practice is shared

Other recent staff training has included:

- Ongoing support from the SENCO regarding writing IEPs and supporting individual pupils
- Ongoing support from Northcott Outreach and Bridgeview/Whitehouse for pupils with Autism and Social, emotional and mental health needs respectively.
- Speech and Language training for relevant staff
- One TA attended the language unit weekly in the last academic year.
- Whole staff RWI training
- SENCO training on trauma and adverse childhood experiences
- Assistant Head and Emotional Wellbeing Officer attended attachment training
- Emotional Literacy Support Assistant in place, who attends regular supervision
- Jigsaw training
- Moderation of SEN reading, writing and maths
- Diabetes and epilepsy

8. Equipment and facilities to support children and young people with special educational needs.

(What equipment and facilities support pupils with SEN?)

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

Within KS2 we have an additional provision called The Acer class. Children can receive 1:1 support and group support. The provision is staffed by teaching assistants when the children are not in their mainstream classroom.

9. Arrangements for consulting parents of children with special educational needs about the education of their child.

(How are parents involved?)

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss with the SENCo and class teacher the needs of their child in the first instance. This allows parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in planning and decision making regarding their child's provision.

There are a number of ways in which parents and teachers can communicate:

- Liaison with the class/form teacher informally.
- Parents' Evenings
- Prior to the termly review of a child's IEP, a letter will be sent home inviting parental comments
- Parents/carers will be invited to a termly meeting to discuss their child's IEP with either the SENCo or the class teacher
- A half termly SEN parent support group is held in school

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

10. Arrangements for consulting with young people with special educational needs about their education.

(How are pupils involved?)

The child/young person is involved (as is appropriate) at every stage of the assess, plan, do review process

- Pupils will be encouraged to talk about what they can do well and what they need help with. They will be supported to select at least one outcome to work towards as part of their IEP.
- Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regarding their likes, interests, dislikes and difficulties.
- The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
- The IEP will be discussed with the child by either the SENCo, class teacher or teaching assistant. Outcomes will be phrased in a child friendly manner and pupils will be invited to add their own comments to the IEP
- When it is time to review the IEP, this will be done in consultation with the pupil.

The child/young person is able to discuss any aspect of their provision in a number of ways

- Informally with their class teacher or teaching assistant
- At a more formal IEP review meeting
- In writing
- As part of a pupil discussion group

11. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school. (What if I have a complaint?)

Complaints about SEN provision within the school are first dealt with by the SENCo during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

The school participates fully when receiving requests for information for tribunals or assisting parents in formulating appeals etc.

12. How the governing body involves others in meeting the needs of pupils with special educational needs. (Who else might be involved?)

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority, service provider and / or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language Support Agency
- ASD Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Children's Centres
- CAHMS for Mental Health Needs
- Rowan Centre – Home Education Support
- Echoes
- Kids – Parent Partnership
- School Nursing Team
- Whitehouse Unit
- Cruze / Dove House Bereavement Support Team
- Sibling Support Services – Barnardo's
- Traveller Education Team
- Northcott Outreach Service
- Police

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or several service providers when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

13. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

All contact details are detailed in the links provided in the Hull Authority Local Offer.

14. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

(What happens if my child changes school?)

All children with special educational needs will require support and planning when they transfer between Key Stages from 0-25.

These transfer points include:

- From other settings to our nursery or Foundation Stage classes
- From our Nursery to either our Foundation Stage class or that in another school
- From Key Stage One to Key Stage Two
- From Primary to Secondary School
- At any time when pupils transfer to and from other schools

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges to help an informed choice to be made. The Local Authority SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/ programmes and /or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with an Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.

15. Information on where the local authority's offer is published.

(Where can I find out about Hull's local offer?)

For more information on Hull City Council's local offer for children and young people with SEN and disabilities please see

<https://www.connecttosupport.org/s4s/WhereILive/Council?pagelD=774&lockLA=True>