



Hillcross Primary School

# Special Educational Needs & Disabilities Policy

## Compliance

This policy complies with the statutory requirement as laid out in the SEND Code of Practice 2014, and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013;
- SEND Code of Practice 0-25 June 2014;
- Schools SEND Information Report Regulations 2014;
- Statutory Guidance on Supporting Pupils;
- The National Curriculum in England Key Stage 1 and 2 Framework;
- Safeguarding Policy;
- Policy for supporting pupils at school with medical conditions;
- Teachers' Standards;
- Information Report for parents and carers.

The policy has been created by the school's Special Educational Co-ordinator (SENCo) with the SEN Governor, in consultation with the Senior Leadership Team (SLT), all staff and the parents of pupils with SEND. The policy has been co-produced in the spirit of the current reform.

## Aims

At Hillcross Primary School, our staff and Governors are committed to providing equal and high quality learning opportunities for all children regardless of their age, ability, aptitude and special educational needs and/or disabilities (SEN/D).

We value all children as individuals with their own unique qualities to offer. We are committed to providing a happy, secure and stimulating learning environment where they can strive to reach their full potential, with the support and encouragement they need, as they develop skills and knowledge for their adult life.

We strive to ensure that every child receives a broad, balanced and relevant education with full access to the creative, social, spiritual, moral and cultural curriculums. Every teacher is a teacher of every child, including those with SEN/D.

## Objectives

- To ensure all relevant guidance and Codes of Practice including the SEN and Disability Act, The Equality Act 2010 and SEND Code of Practice 2014 are implemented effectively across the school;
- To continually monitor the progress of all pupils, to identify needs as they arise and provide for children who have special educational needs and additional needs as early as possible;
- To provide specific input, matched to individual needs, in addition to quality first, differentiated classroom provision for those children recorded as having SEN and/or disabilities to overcome barriers to learning;



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- To seek the advice and support of outside agencies when a child's needs cannot be met by the school alone;
- To provide support and advice for all staff working with children with SEN and/or difficulties;
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEN and/or disabilities;
- To involve parents/carers at every stage in plans to meet their child's additional needs;
- To involve the children themselves in planning and in any decision making that affects them.

### Identifying Special Educational Needs

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional or special educational needs. In addition, parents/carers are encouraged to share any concerns regarding their child with the class teacher.

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical needs

The above areas are to help the school identify and provide for the children's needs, rather than label a child or put them in a particular category. The needs of the child will be identified by considering the needs of the whole child, not just the special educational needs of the child.

Children must not be regarded as having a difficulty solely, because their home language is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Equality legislation. Children with poor behaviour, Looked after Children, poor attendees, children in receipt of the Pupil Premium Grant, children of servicemen/women or those with a medical needs will not necessarily be considered as having a special educational need.

### A Graduated Approach to SEN Support Quality First Teaching Quality

Quality First Teaching is an entitlement for every child at Hillcross Primary School. In order to make progress, a child may only require differentiation of the whole class plans. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

### SEN Support

Where a period of differentiated curriculum support has not resulted in the child making adequate progress, additional support that is additional to and different from that provided by the usual differentiated curriculum is made available to the child. The SEN Concern Process is initiated, based on the school's observations and assessment data and following a discussion between the class teacher, SENCo and parent, the child may be placed on the SEN register.



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Where a pupil is identified as having SEN, action is taken to remove barriers to learning and effective special educational provision is in place. This SEN support takes the form of a four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduate approach.

In accordance with the Code of Practice, we follow the Assess, Plan, Do, Review cycle, which is as follows:

### **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, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review 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 team is 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 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 of a child's progress will be made regularly. 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 where necessary 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.

### **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 for an Education, Health and Care Plan 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;



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- Teachers;
- Support Staff, as appropriate;
- SENCo;
- Social Care;
- Health professionals.

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 Merton's Local Authority's Local Offer: <http://localoffer.merton.gov.uk/kb5/merton/directory/home.page> or by contacting the Parent Partnership Service on: 020 85422471

We acknowledge that additional intervention and support cannot compensate for a lack of good quality first teaching. All teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or external specialist staff.

### **Request for Education, Health and Care Plan (EHCP)**

For a child who is not making adequate progress, despite following a period of SEN Support interventions and the involvement of specialist services, in agreement and conjunctions with the parents/carers, the school may request the Local Authority to make a statutory assessment in order to determine whether it is necessary to make an Education, Health and Care Plan (EHCP).

The school is required to submit evidence, including the views of the child and parent/carer, to Merton LA, where the SEN panel makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. The judgment will be made using the LA's current criteria for making a statutory assessment.

Following Statutory Assessment, an EHC Plan will be provided by Merton local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

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.

### **Managing Pupils Needs on the SEN Register**

- The SENCo will meet with each class teacher every term to discuss the children's additional needs concerns and to support in reviewing and writing new targets for SEN Support Plans.
- At other times, teachers will alert the SENCo and discuss any newly arising concerns.
- Targets arising from SEN meetings and reviews will be used to inform and support whole class approaches to inclusion, for example, differentiation or varied teaching styles.



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- The SENCo will advise and offer support on the planning for children with SEND, and, in certain cases, seek external guidance, as necessary.
- The SENCo, together with the SLT, monitors the quality and effectiveness of provision for pupils with SEN at pupil progress meetings.
- SEN support is primarily delivered by class teachers through Quality First Teaching. Additional support is provided by trained support staff (TAs) throughout the school. This is funded from the school's annual budget.
- The provision map is reviewed termly by the SENCo and the SLT, in line with current pupil needs, educational initiatives such as Literacy and Maths initiatives and the allocated budget. Additional support is funded through individual allocations from the LA.
- Details of the support and services available to children with SEN and/or disabilities are available in the school and LA's Local Offer.
- With the consent of parents/carers, the SENCo may seek the advice/support of outside agencies or refer a child to specialist services. This is funded from the SEN budget.
- Support staff, class teachers, the SENCo and external agencies liaise and share developments in order to inform reviews and plan for the children's future level support or type of provision. Specialist external services may also meet with parents/carers, as required.

### Funding

There are three levels of support for pupils with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources;
- **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding;
- **Specialist or personalised level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil. It is important to note that the level and combinations of provision may change over time.

### Criteria for Exiting the SEN Register

The progress of all pupils is monitored half termly and SEN Support targets are monitored termly, in line with the SEN Code of Practice. If the child has made good progress and the teacher believes that the child no longer requires support that is additional to and different from that provided by the usual differentiated curriculum, the child can be removed from the SEN register following consultation with the SENCo, parent/carer and child.

### Supporting Pupils and Families

At Hillcross Primary School, we believe that a close working relationship with parents is vital to ensure:

- Early and accurate identification and assessment of SEN/D leading to appropriate intervention and provision;
- Continued social and academic progress of children with SEN and/or disabilities, and
- Targets that are set and met effectively.

Staff and parents/carers work together to support children identified as having additional needs. Parents can access our school Local Offer/SEN Information Report via the school website and the LA Local Offer contains information and advice for parents about the full range of support available within the Merton Borough.



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The Assessment Co-ordinator liaises with the SENCo to ensure that children with SEN and/or disabilities are able to access exams and other assessments.

Parents' evenings provide an opportunity for parents/carers and teachers to meet. Teachers meet with parents/carers of SEN children three times a year to discuss progress and review and set new targets. Additional meetings with teachers and/or the SENCo may be made throughout the year.

Transition meetings are held at the end of the academic year when teachers share information, both academic and social/emotional, in order to ensure that staff have a clear insight into the needs of pupils who will be under their care during the next academic year. Children transitioning to secondary provision have a planned transition programme and, where necessary, a child may be accompanied to their new school by a member of Hillcross staff as part of an additional induction programme. The SENCo liaises with the new school and records are passed on.

Children entering the school have the opportunity to attend sessions prior to starting school. Parents/carers meet staff and pass on information relevant to the development of their child. If appropriate, pre-school providers and parents meet/liase with the SENCo to ensure that the appropriate level of support is in place.

### **Supporting Pupils at School with Medical Conditions**

At Hillcross Primary School, we recognise 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 children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

In line with DfE legislation, September 2014, the school follows the advice and recommendations of the LA with regards to supporting children with medical conditions and managing the medical conditions of pupils. The policy is available on request.

### **Monitoring and Evaluation of SEND**

The provision offered to all pupils is regularly and carefully monitored and evaluated through lesson observations, book scrutiny and sampling of staff, pupil and parent views.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of SEND provision for all pupils.

### **Training and Resources**

The SENCo regularly attends cluster meetings and the LA's SENCo network meetings in order to keep up to date with local and national updates in SEND.

Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-service training and individual professional development is arranged and matched to these targets.

All staff are encouraged to undertake training and development in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils.

All staff members access professional development opportunities, and are able to apply for additional needs or Inclusion training where a need is identified either at an individual or whole class level.



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The support staff team is encouraged to extend their professional development and the management team will ensure tailor-made training is provided, where appropriate.

We aim to ensure that all school staff members are kept up to date with relevant training and developments in teaching practice in relation to the needs of the children with SEN and/or disabilities. Part of our monitoring process includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered.

### Roles and Responsibilities

**Special Educational Needs Co-ordinator (SENCO):** Kari Ahmad – responsible for

- overseeing the day to day operation of the school's SEND policy;
- co-ordinating the provision for pupils with special educational needs;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other school staff;
- helping staff to identify pupils with special educational needs;
- carrying out assessments and observations of pupils with specific learning problems;
- supporting class teachers in devising strategies, ensuring Pupil Profiles (PPs) are in place;
- setting targets appropriate to the needs of the pupils, and advising on appropriate; resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom;
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents;
- maintaining the school's SEND register and records;
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc.;
- contributing to the in-service training of staff;
- liaising with the SENCOs and SEN specialists in receiving schools and/or other primary schools and specialist settings to help provide a smooth transition from one school to the other;
- taking part in SEND moderation.
- responsible for managing the school's responsibility for meeting the medical needs of pupils

### Class teachers:

- Providing high quality teaching for all children;
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil);
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum;
- Retaining responsibility for the child, including working with the child on a daily basis;
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND;
- Directly liaising with parents of children with SEND.

**Teaching Assistants:** Line managed by the SENCO, the role of SEND TAs is to support children with special educational needs and/or disabilities by being fully aware of the SEND Policy, and by ensuring that the child can integrate as fully as possible in the activities generally undertaken by the other children in the class. Duties will include running specific intervention programmes and activities to assist the child's individual learning and social needs, and implementing targets on the child's SEN Support Plan in consultation with the class teacher and SENCO.



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**SEN Governor:** to support the SENCo. In addition, to champion the area of special educational needs and disabilities within the work of the governing body, as well as have specific oversight of the school's arrangements and provision for special educational needs.

### **Designated Teacher with specific Safeguarding responsibility:**

Our Designated Safeguarding Leads (DSLs) are:

- **Mrs Lisa Francis – Headteacher**
- **Miss Helen Beckett – Deputy Headteacher**
- **Mr Lee Christy – Assistant Headteacher**
- **Mrs Tanja Doig – Assistant Headteacher**

### **Member of staff responsible for managing PPG/LAC funding: Helen Beckett, Deputy Headteacher **Storing and Managing Information****

Documents are stored in line with the school's protocol for confidentiality.

### **Accessibility**

The school is a disabled friendly school. Ramps are provided to access all areas of the building. There is a disabled toilet and entrance doors are wide enough to enable wheelchair access. There is a lift to enable wheelchair access to the upstairs classrooms. Children with disabilities are encouraged to participate in after-school clubs and school visits are planned carefully to ensure they are accessible.

The PSHE curriculum includes issues of disability, difference and valuing diversity. The library resources include books that reflect the range of special educational needs issues and come from a disability equality perspective. Opportunities to teach children via signs e.g. using symbols on displays and around the class are optimised.

### **Dealing with Complaints**

The complaints procedures for Hillcross Primary School are set out in the school's handbook. Parents who are unhappy about any aspect of their child's educational progress should ask for a meeting initially with the class teacher. If any parent has concerns or complaints regarding the care or welfare of their child, they can make an appointment to speak with the Phase Leader in the first instance, then the Deputy Headteacher or Headteacher if required. For any complaints specifically related to SEN, the parent/carer should initially speak to the class teacher and then make an appointment to see the SENCo if necessary.

### **Anti-Bullying Awareness and Support for Vulnerable Learners**

Our Anti-Bullying Policy is available on the school's website. Our Anti-bullying policy and practice aims to ensure that all members of our community can be safe from any kind of bullying. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

### **Appendices**

The Local Offer/SEN Information Report and additional policies can be accessed via the school website: <http://www.Hillcross.merton.sch.uk>

Contact details: Kari Ahmad (SENCo): 020 8542 6936

### **Linked Policies and Documents**



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- Accessibility plan;
- Anti-bullying policy;
- Behaviour and Exclusion policy;
- Complaints procedure;
- Confidentiality policy;
- Data Protection policy;
- Equality Plan and Procedure;
- Managing Medical Conditions in School policy;

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

### **Safeguarding Commitment**

The school is committed to safeguarding and promoting the welfare of children, in line with Keeping Children Safe in Education 2018, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

### **Monitoring and Evaluation**

**Written: September 2017**

**Reviewed: October 2018**

**Date of next review: September 2019 (In line with the new SEND requirements for schools effective from September 2014, the SEND policy will be reviewed annually).**



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Appendix 1

## Support Strategies for Pupils at Hillcross Primary School

### Access to the National Curriculum:

- Small group support in class from teacher or support staff as needed;
- Facilitating access to learning through the appropriate differentiation of tasks and activities;
- Use of visual support, including visual timetables and checklists;
- Use of timers, where appropriate;
- Individual targets;
- Scaffolding e.g. writing frames, story maps;
- Additional resources, if appropriate, e.g., Use of interactive whiteboards, regular access to computers, as required;
- Provision of resources to enable multi-sensory learning;
- Supportive computer programmes.

### Strategies to support Mathematics:

- Targeted small group support in class;
- Withdrawal of small groups or individual pupils for additional Numeracy support;
- Numeracy Intervention, including- Numicon;
- Access to table top resources to ensure that learning is multi-sensory and practical.

### Strategies to support English, including Reading:

- Small group reading support in class through guided reading and individual reading;
- Additional small group literacy support from Teaching assistant;
- Differentiated and multi-sensory activities;
- Handwriting development programmes;
- Access to resources, including high frequency word mats and phonics sound mats;
- Access to Intervention, including- specialist phonics support and rapid reading.

### Strategies to support Social and Emotional Difficulties and Mental Health:

- Consistent school wide implementation of the school's Behaviour Policy
- Identification of those pupils whose behaviour difficulties are persistent and constitute a barrier to learning. Provision may include close collaboration with parents/carers, home/school book to aid daily communication between home and school, daily behaviour oversight by school staff;
- A range of pastoral support to support children's behaviour in and beyond the classroom, including Theraplay Groups (using Boxall profile), ELSA, Anger management and Social Skills Groups;
- If necessary, a referral will be made to other outside agencies, as required, such as Educational Psychology Service, CAMHS or Speech and Language Therapy;
- MAPA Training (Managing Actual and Potential Aggression), as needed for the children in Orchard.

### Support or Supervision at Unstructured Times of the Day including Personal Care:

- Midday supervisors initiating and supporting activities during lunchtime;
- Responsible pupils helping in playground;
- Use of teaching staff in the playground and lunch hall.



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### **Strategies or Programmes to support Physical needs:**

- Implementation of recommendations by occupational therapist or speech therapist by an allocated member of staff;
- Provision of support resources such as writing wedges and pencil grips;
- Meetings between SENCo and school nurse;
- Appropriate staff trained in First Aid;
- Staff training in the administration of support and/ or medication for Anaphylaxis, EpiPen and diabetes;
- Liaison with medical professionals for children with ongoing treatment;
- Photographic details of children requiring medical intervention and individual healthcare plan for children with significant medical needs;

### **Strategies to Support Speech and Language:**

- Assessment by, and intervention from, a speech and language therapist on referral (under the age of 12);
- Additional support and interventions within class;
- Implementation of Speech and Language programmes by TAs and teaching staff, as required.

### **Planning and Assessment:**

- Provision maps;
- Individual targets;
- Differentiated learning activities;
- Multi-sensory opportunities;
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual pupils;
- CAF referrals to external agencies/social care as required;
- Coordinated planning between class teacher and teaching assistant for pupils of SEND;
- Regular assessment of progress and achievement against national expectations and individual targets.

### **Engagement with Parents or Carers**

- Opportunities to meet the teacher at the start of the academic year;
- Regular progress meetings with parents/carers by class teacher and/or SENCo;
- TAC meetings convened where a pupil's/family's needs are assessed as significant;
- Support for parents who have concerns.

### **Arrangement for specialist External Agencies:**

- Early identification of needs requiring referral to external professionals;
- Regular communication and information sharing with an extensive range of external agencies;
- Sharing of professional reports with parents.

### **Monitoring and Evaluating the Impact and Outcomes of interventions:**

- Pupil progress meetings;
- Monitoring of individual targets;
- Teacher and Support Staff TA observations;
- Pupil voice considered, where appropriate;
- Data analysis through in school tracking system;
- Meetings with parents and carers.