

HOWLEY GRANGE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

POLICY 2023-2024

Key People

Headteacher: Miss A.Lewis

SENCo: Miss C.Russell (National SENCO Award)

School Governor with responsibility for SEND: Mrs E.Perry

Designated teachers with responsibility for Safeguarding: Miss A.Lewis, Mrs K.Trueaman-Brown, Miss E Williams, Mrs E.North

Designated teacher with responsibility for Looked After Children: Miss A.Lewis/Mrs K.Trueaman-Brown

SEN advocate for Senior Leadership Team: Miss A.Lewis

All teaching and support staff

Setting

Howley Grange Primary School recognises that the well-being of our pupils is of key importance. As an inclusive school we aspire to meet the needs of all pupils and value the benefits of working closely with parents, carers and children.

This policy reflects the guidance in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015). It is available to parents, carers and families through the website.

Howley Grange Primary School is a two form entry school with 421 pupils on roll. It is a larger than average sized school. Where pupils with SEND are eligible for the pupil premium this is partly used for specialist interventions. The number of pupils with a disability is below average and the number of pupils receiving intervention through the Special Educational Needs Support (SENS) register is currently below average. There has been an increase in the number of pupils presenting with Social, Emotional and Mental Health Needs. We continue to develop our provision to help support these needs.

Our Aims

At Howley Grange we aim

- To work within the guidance provided in the SEND Code of Practice 0-25 (2015) and other relevant legislation including the Equality Act (2010).
- To provide equal opportunities for all.
- To have the highest aspirations and expectations for all pupils including those with SEND.

- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.

We recognise that every teacher is a teacher of every child or young person including those with SEND.

Our Objectives

1. To identify and provide for pupils who have special educational needs and/or disability.
2. To ensure we gather pupil views.
3. To provide a full time and non class based SENCO.
4. To provide support and advice for all staff working with pupils with SEND.
5. To work with a range of professionals.
6. To provide a graduated approach.
7. To liaise with parents and carers.
8. To provide an environment that is inclusive and appropriate.
9. To continue to develop and refine our SEND practice.

Identifying Pupils with Special Educational Needs/Disabilities.

Early identification of additional needs is important. Pupils may be identified through

- Concerns raised by the team around the child. This will include parents/carers, school staff, health professionals or, where appropriate, the previous school.
- Concerns raised by the child. This may be through a direct request or through patterns of behaviour.
- Concerns around progress. Teaching staff and the Senior Leadership Team track progress on a termly basis.
- Some pupils will have an Education and Health care Plan (EHCP) .

Defining Special Educational Needs and Disability

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others the same age
has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

For children aged two or more special educational or training provision that is additional to or different from that generally made for children or other young people of the same age by mainstream school, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

The SEND Code of Practice 0-25 (2015)

The SEND Code of Practice 2015 identifies four broad categories of needs

- Cognition and Learning Needs
- Communication and Interaction Needs
- Social, Emotional and Mental Health
- Sensory and Physical Needs

Disability

“a physical or mental health impairment which has a long term and substantial adverse effect on

This definition of a disability includes

- Sensory impairments such as hearing and vision
- Long term health conditions including Epilepsy, Cancer, Diabetes.

Where a child or young person has an overlap with a disability and a special educational need then they will also be covered by the SEND definition.

Other factors which may impact on progress and attainment but are not SEN.

- Disabilities (the code of practice outlines the “reasonable adjustment” duty for all settings and schools provided under the current Disability Equality legislation.)
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of the pupil premium grant.
- Being a looked after child.
- Being a child of a service man or woman.

Supporting Pupils

Quality First Teaching

The SEND Code of Practice 0-25, (2015) places the classteacher at the heart of SEND provision in a mainstream school. We recognise the value of quality first teaching as the first step in meeting the needs of all pupils. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching which is differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching. Work is differentiated using information relation to an individual pupil’s barriers to learning and levels. The school uses the Dudley Agreed P-Scale Assessment (DAPA) to support some identified pupils who are not working at age related expectations. The 2015 Code of Practice suggests that pupils may only be identified as having a special educational need once they have had all necessary interventions or adjustments and had access to good quality personalised teaching (Section 6.37 onwards).

SEND

Staff receive training and support around more frequently encountered issues in SEND. The SEND policy is in place and reviewed yearly. Miss C.Russell is the fulltime SENCo for the school and supports the development of appropriate provision. Miss Russell also undertakes monitoring. The school’s self-evaluation processes monitor teaching and learning for all pupils.

Pupils who need support that is additional to, or different from, their peers will be added to the Special Educational Needs Register (SENS). This will only done with the involvement of parents and or carers. We recognise the importance of a strong relationship between home and school.

At this stage the school will follow a four-part cycle

- Assess
- Plan
- Do
- Review

At this point the school is able to monitor the effectiveness of the provision and use this to inform future interventions as part of the graduated response. Parents are invited to be involved in this cycle.

The SENS register also includes pupils with an Education and Health Care Plan (EHCP). Pupils may be supported by identified members of staff who work under the direction of the classteacher and the SENCo.

Pupils may also be supported with the use of specialist equipment and advice.

The school works closely with, and draws upon, the specialised support from external agencies. This is detailed below.

External agencies involved include, but not limited to:

- Autism Outreach Service (AOS)
- Educational Psychology (EP) Currently “Educational Psychology for Everyone”
- Learning Support Service (LSS)
- Speech and Language Service (SL)
- Hearing impaired service (HI)
- Physical Impairment and Medical inclusion Service (PIMIS)
- Occupational Therapy (OT)
- Physiotherapy
- Health Advisor
- Child and Adolescent Mental Health Team (CAMHS)
- Paediatricians
- Hospital Consultants

Managing Pupils on the SEND Register

A range of strategies are put in place for targeted intervention. These include

- Individual Education Plans (IEPs) including those put in place through the involvement of the Learning Support service, Educational Psychology or other external agencies.
- Occupational Therapy targets
- Speech and Language targets

This targeted intervention is reviewed on a regular basis, usually termly. The effectiveness of this provision, as part of the graduated approach, is also reviewed at this time.

Intervention is part of a cycle.

- Assess
- Plan
- Do
- Review

Assess

Build up a picture using

- Classteacher knowledge
- Views from the parents and the pupil
- Data
- Support from external agencies

Plan

Consultation around

- Provision
- Planned intervention
- How the process will be supported
- Setting of a date for review

Do

The process

- The classteacher is responsible
- Intervention (may be 1:1, small group etc)
- Link to classroom teaching

- Support from SENCo where necessary

Review

Monitoring impact

- Evaluate the impact of the intervention
- Evaluate the quality of the intervention
- Consider the views of parents and pupils

The SENCo oversees this system and ensures it is kept up to date. Reviews are usually termly and for pupils with an EHC Plan an Annual Review is also held. It may also be necessary to hold an Interim Review. In Year 5 the planned provision for secondary school is also discussed as part of the review.

The level of provision is decided by the SENCo and the Headteacher based upon the evidence from the four part cycle and is part of the graduated response.

Pupils and parents are involved at the start and through this process. Where the decision is made to seek specialist advice this is overseen by the SENCO , who will also monitor this process. In some cases, e.g. PIMIS, it is important that we refer for support at an early stage. Each service has its own referral pathway. Additional funding and support is made through the school budget following referral to the Headteacher. Credits for the Learning Support Service and Educational Psychology Service are purchased at the start of each school year. The school does not receive additional funding for pupils placed at Special Educational Needs Support level.

Criteria for exiting the SEN Register

Where progress has been made and it is felt that intervention is no longer required parents will be informed. The pupil's name will be removed from the register and the pupil will continue to be monitored in school.

Supporting pupils with emotional, social and emotional difficulties.

Pupils with emotional, social and behavioural difficulties are supported in school and, where appropriate, through specialist services. Support for these pupils is provided by

- Members of staff
- Miss C.Russell (SENCo)
- Miss D. While (SEN TA)
- Miss A. Lewis (Headteacher)
- Mrs K.Trueman-Brown (Deputy Headteacher)
- Play Leaders who provide peer support for pupils in the playground.
- Educational Psychology
- Counselling service
- CAMHS
- Sycamore Outreach service

Miss Russell has completed the Youth Mental Health First Aider course.

Mrs K.Trueman- Brown is the Mental Health Lead at Howley Grange. She has completed the course 'Introduction to Senior Mental Health Lead'.

Howley Grange looks to support all pupils through an ethos that encourages all to succeed. The Behaviour policy, and Rights Respecting Schools Operating Policy and Reward systems are in place. Appropriate reasonable adjustments are in place within these policies.

Supporting pupils and families

Families are signposted to services and organisations through the Local Offer. This highlights the range of support available to parents, carers and young people.

School support is available through meetings with teachers, the SENCo, Inclusion teacher, and the Senior Leadership team. If a parent wishes their child to attend the school please contact the school office to arrange a meeting. The usual Dudley School Admissions policy applies to all pupils.

Further support for families in Dudley is available from the

Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)
(formerly known as Dudley Parent Partnership)

Address: Trafalger House
47-49 Kings House
Dudley
DY2 8PS

Telephone: 01384 236677

Email: parent.cs@dudley.gov.uk

Website: www.dudley.gov.uk/dpp

Pupils transferring between settings and key stages

Pupils who transfer into Howley Grange either from a preschool, nursery, another school or home will be supported at a level appropriate to their needs.. Foundation stage teachers hold individual pupil meetings with parents/carers in the summer term before pupils start school. Any need for additional support will be shared with the SENCo. The SENCO and classteacher will also liaise with, and possibly visit, the setting to gather information around the child. Settings usually provide information to the school.

At the end of each year the transition into new year groups is carefully managed. The transition is matched to the needs of the individual and may include

- Previsits
- Social story work
- Pupil information file
- Class teacher meetings

We will work with other education providers when a pupil is moving on or from another school. This includes liaison through teacher meetings with the secondary school SENCo, sharing of information (with consent), and opportunities to access managed visits to the new setting or provision. Some pupils may be supported in their transition to secondary school by the Autism Outreach Service. All pupils have the opportunity to visit secondary schools as part of the year 6 curriculum.

Access arrangements for exams and assessments are managed by Mrs E.North (Year 6) and Miss Lewis (Headteacher).

Supporting Pupils at School with Medical Conditions

We recognise that not all pupils with a medical need have a special educational need. We have a policy in place. All medicines need to be signed in at the main office by parents/carers, this is also signed by Miss A.Lewis. Health Care Plans are written, in consultation with parents/carers, by the school. Staff are aware of pupils in school who have a Care Plan in place or may have an inhaler or Epi pen. Annual training around medical needs includes Epilepsy, Asthma and Epi pens. For more detailed information please see our Medicines Policy.

Some pupils with medical conditions may be disabled and where this is the case the school will comply with it's duties under the Equality Act 2010.

Some pupils have an EHCP which brings together health and social care needs as well as their special educational provision. Here the SEND Code of Practice (2015) is followed.

Monitoring and Evaluation of SEND

The Senior Leadership team and the SENCO monitor and evaluate SEND provision. The governor for SEND and governors regularly visit the school and provide verbal feedback. Monitoring also takes place through the School Improvement Plan. The school monitors the quality of provision through auditing

- Staff views
- Parent views
- Pupil views
- Impact as part of the Assess, Plan, Do Review cycle

Training and Resources

The SENCo has completed the National SENCo Award. Miss C. Russell has in excess of 16 years' experience teaching pupils in a special school setting and has relevant training. Miss Russell also attends the SENCo network meeting in Dudley and liaises with other SENCOs.

Staff have received, and will continue to receive, ongoing training around SEND.

Storing and Managing Information

Documents are stored in a secure place and in line with school policy and GDPR regulations. Information is shared, with parental consent, between relevant parties. The details of the SEN register is reported to the local authority as part of the termly census.

Reviewing the Policy

This policy will be reviewed in 12 months' time.

January 2024