

Harwood Meadows Primary School



SEN POLICY

SENCO:

SEN Governor:

Head Teacher:

Reviewed on:

Mr Hamid Rizvi

Mrs Katharine Collingwood

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October 2024

Version and Date		Action/Notes
1.0	March 2021	Reviewed by HR Approved by Governors
1.1	October 2024	Reviewed by HR

THE SEN AIMS OF THE SCHOOL

At Harwood Meadows we aim to:

- ensure that all pupils have access a broad and balanced curriculum;
- provide a differentiated curriculum appropriate to the individual's needs and ability;
- ensure the identification of all pupils requiring SEN provision as early as possible in their school career;
- ensure that pupils with SEN take as full a part as possible in all school activities;
- ensure that parents of pupils with SEN are kept fully informed of their child's progress and attainment;
- ensure that pupils with SEN are involved, where practicable, in decisions affecting their future SEN provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties and have the opportunity to contribute fully to the life of the school.

Areas of Need: as identified by the SEND Code of Practice September 14 Definitions of special educational needs (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.

Areas of special educational need

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

1) Communication and interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties. Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used

incorrectly in or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine- motor functions.

2) Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being.

Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).

3) Social, mental and emotional health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD),

attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

4) Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Disabled children and young people

Many disabled children and young people also have a SEN. Where this is the case, access arrangements will be considered as part of SEN planning and review. However it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made.

If a child is attaining at 2 or more years below national expectations, discussions with parents will take place and he/she will be placed on the Special Educational Needs Register in the 'SEN Support' category.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

All staff & governors at Harwood Meadows will have a copy of the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child

At Harwood Meadows we feel it is vital to support all children, taking into account the needs of every child. Some children in school have dyslexic tendencies / Irlen Syndrome and need support with reading, writing, spelling, concentration, personal organisation and sequencing.

Roles & responsibilities

Provision for children with special educational needs is a matter for Harwood Meadows School as a whole.

SEN Coordinator (SENCO)

The SENCO is responsible for implementing the SEN Code of Practice. The SENCO has a key role in:

- co-ordinating the provision, ensuring individual provision maps are drawn up and reviewed termly;
- monitoring the school's SEN register;
- overseeing the records of all pupils with special educational needs, including links with transitional documentation with other mainstream & special schools;
- providing in-service training;
- working with staff, parents & pupils;
- managing learning support assistants (when appropriate);
- liaising with external agencies.

- liaising with the SEN governor and report to governors.

Teachers

'All teachers are teachers of pupils with special needs'

Teachers will draw up Provision Maps as appropriate to the pupils' individual needs and provide the differentiated curriculum to meet these needs; All children on the SEN register in the 'SEN Support' or 'Statement / EHCP' category will have a Provision Map (except children where their medication removes the barrier to learning). Any children that are of 'initial concern' will be tracked via class provision maps in each year group. Staff are proactive in ensuring all activities fulfil the inclusive practices of Harwood Meadows. We aim to establish a partnership with parents in order to maintain a good working relationship to the benefit of the child.

Head Teacher

The head teacher has responsibility for the day to day management of all aspects of the school's work including provision for children with SEN. The head teacher will keep the governing body informed and also work closely with the school's SENCO.

Governing Body

The governing body has a duty to monitor the success of the SEN Policy through the link with the SEN governor and through attendance at governors meetings.

ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice.

We have a disabled toilet & access ramp for people with mobility problems. We also have a cubicle designed for children of short stature. The school's accessibility plan is in place to address other issues as they arise.

EVALUATING THE SUCCESS OF OUR SEN POLICY

The SENCO will report annually to governors on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'THE SEN AIMS OF THE SCHOOL' at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- ☐ Teachers
- ☐ Parents
- ☐ Pupils
- ☐ External professionals

The success of the policy will be judged against information gathered from:

- ☐ Planning which will evidence access to the broad and balanced curriculum, through differentiated activities that are additional to that normally provided for the other pupils;
- ☐ Regular meetings with staff to discuss pupils requiring SEN provision
- ☐ Evidence of pupil & parental involvement that is detailed through the provision mapping process;
- ☐ Meetings & reports from the external agencies working with our school.

Pupil progress will provide evidence for the success of the SEN policy and this will be

analysed carefully through:

- ☐ Consideration of each pupil's success in meeting end of year targets;
- ☐ Use of standardised tests;
- ☐ Evidence generated from provision map review meetings.

ALLOCATION OF RESOURCES

The school receives a delegated budget each year based upon the SEN Audit information collected by the LEA. The Governing will monitor the allocation of resources to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. This budget provides for the personnel supporting our pupils with SEN and material resources.

Our Teaching Assistants have allocated time in both Key Stage 1 & 2 to provide in-class support for identified pupils. Some of the Teaching Assistant time in Foundation Stage is directed to providing support to those pupils identified with SEN.

There are additional funding streams from the LEA to provide support for pupils with increased SEN needs. This provision is mainly provided through the Education, Health and Care Plan process.

IDENTIFICATION, ASSESSMENT, AND PROVISION

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision.

Early Identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- ☐ Evidence obtained by teacher observation/ assessment.
- ☐ Their performance in N.C. judged against level descriptions.
- ☐ Pupil progress in relation to objectives in the end of year expectations
- ☐ Standardised screening or assessment tools, for example, British Picture Vocabulary Scale, Non-verbal abilities test and Salford Reading test. We also have a Dyslexia and Dyscalculia assessment available within school.
- ☐ The Senior Leadership Team will monitor children's behaviour via the behaviour logs kept within each class and identify any potential links between behaviour and Special educational Needs.

At Harwood Meadows we rely on teacher assessment with additional information provided through the annual National SATs programme and other internal assessments.

Concerns from the Base Line assessments at Foundation would be discussed with parents & the SENCO. Half Termly tracking of assessment information (SATs and other assessment materials) would highlight pupils of concern.

The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified special needs, the class teacher will follow a cycle of provision:

- ☐ ASSESS the pupils needs;
- ☐ PLAN for the pupils needs:

- IMPLEMENT intervention strategies;
- REVIEW the impact of the interventions and additional provision. This process will take place in partnership with the parents/care and child.

THE RANGE OF PROVISION

The main methods of provision made by the school are:

- ▣ Full-time education in classes of pure year groups, with additional help and support through a differentiated curriculum;
- ▣ In-class support with additional adult assistance;
- ▣ Additional support groups providing 1 to 1 or small-group intervention where necessary;
- ▣ Refer to 'Waves of Intervention' document for more details.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- ▣ Narrows the attainment gap between pupil and peers;
- ▣ Prevents the attainment gap widening;
- ▣ Is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- ▣ Equals or improves upon the pupil's previous rate of progress;
- ▣ Ensures full curricular access;
- ▣ Shows an improvement in self-help and social or personal skills;
- ▣ Shows improvements in the pupil's behaviour;

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is initially required, it will be provided through the monitoring the child at 'Initial Concerns' level. If, after further consideration, a more sustained level of support is needed, it would be provided through 'SEN Support' level, where the child would have an individual provision map written to support his/her needs. Where concerns remain despite sustained intervention, the school will consider requesting an assessment for an Education, Health and Care Plan. Parents will be fully consulted at each stage and they will be requested to support the school in completing an EHA (Early Help Assessment) form. Each of these intervention programmes is detailed in appropriate sections of this policy. The school also recognises that parents have a right to request an Education, Health and Care Plan.

RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies educational psychologist, speech therapist

Teaching pupils with SEN is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

If there are concerns about a child's progress, the class teacher will initially plan targeted interventions and then monitor the impact of this provision. If it is decided that the child has a special educational need, they will be placed on the SEN Register at 'SEN Support' as described below.

SEN Support

A child will receive support from under the 'SEN Support' category if he/she:

- has a disability or medical need which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA;
- is attaining at 2 or more years (2 years below year group expectations / fall outside 30-50 months ages and stages in several areas) below national average expectations in Reading, Writing or Maths.

Other criteria that might suggest a need for supporting a child at this level are:

- Standardised test scores between 70 and 75.
- Regular input from outside agencies. (e.g. speech therapy, CAMHS)
- A child who has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

SEN Support is characterised by a sustained level of support and, where appropriate, the involvement of external services (e.g. Woodbridge SEND Service, Educational Psychology, CAMHS). Placement of a pupil at this level will be made by the SENCO after full consultation by the class teacher and with parents. External support services will advise on targets and provide specialist inputs to the support process.

SEN Support interventions will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil continues to have a need in the following area:

- Cognition and Learning
- Communication and Interaction
- Social, mental and emotional health
- Sensory and Physical

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. Again, this will be through an EHA (Early Help Assessment). The resulting provision map will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist teacher.

A provision map is drawn up that will detail the precise targets to be achieved; The provision map will detail:

- Learning objectives

- Teaching strategies
- Provision made
- Date for review
- Impact of interventions

The provision map will record only that which is different from or additional to the normal differentiated curriculum. Provision maps will be written in partnership with the pupil and the parent. The provision maps will be reviewed with the parent and child at a mutually convenient time (every term).

Request for an Education, Health and Care Plan

The school will make a request for an Education, Health and Care Plan from the LEA when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern. This may also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEN Support;
- The pupil's provision map;
- Records and outcomes of regular reviews undertaken;
- Information on the pupil's health and relevant medical history;
- N.C. levels;
- Literacy/Numeracy attainments;
- Other relevant assessments from specialists such as specialist teachers and educational psychologists;
- The views of parents;
- Where possible, the views of the child;
- Social Services/Educational Welfare Service reports;
- Any other involvement by professionals.

An Education, Health and Care Plan will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for an Education, Health and Care Plan does not inevitably lead to a Statement.

An Education, Health and Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Education, Health and Care Plan;
- Of shorter term;
- Established through parental/pupil consultation set out in a provision map;
- Implemented in the classroom;
- Delivered by the class teacher with appropriate additional support where specified.

Reviews of Statements / Education, Health and Care Plans

Bolton LEA is currently undertaking a transfer from Statements to Education, Health and Care Plans in line with the most recent SEN code of practice (Sept 2014). Children with a statement will transfer to an Education, Health and Care Plan within the next 3 years, depending on which year group they are in currently. If a child currently has a Statement, this must be reviewed annually. The LEA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The headteacher / SENCO will organise these reviews and invite:

- The child's parent;
- The child if appropriate;
- The relevant teacher;
- The SENCO;
- A representative of the LEA;
- Any other person the LEA considers appropriate;
- Any other person the headteacher considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the targets on the statement;
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it;
- Set new targets for the coming year.

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENCO of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues. With due regard for the time limits set out in the Code, the headteacher will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a Statement of SEN.

SEN INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with pupils with SEN. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with pupils with SEN. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. Learning Support Assistant's requirements in supporting pupils' needs will be considered frequently. The School's INSET needs will be included in the School Development Plan.

PARTNERSHIP WITH PARENTS

Harwood Meadows firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school considers parents of pupils with SEN as valued partners in the process. Pupils with SEN will also be encouraged to participate in the decision-making processes affecting them.

The school will make available to all parents the details of how Harwood Meadows can support a child in school with Special Educational Needs. This will be detailed in the 'School Offer' and is available on the school website or from the school office.

COMPLAINTS PROCEDURE

In the first instance, we would encourage all of our parents to bring their concerns / complaints to the attention of the class teacher and/or SENCO. If this does not lead you to a satisfactory resolution, please refer to the Harwood Meadows Complaints Policy which can be obtained from the school office.

Links with Health, Social Services, Educational Welfare Services & Voluntary Organisations

The school has access to the services of a School Nurse, who maintains good contact with the Early Years staff & pupils. Social Services & Educational Welfare work with school as and when the need arises. We make use of the Volunteer Reader Service on a weekly basis across both Key Stages.

Health and Safety

The school ensures Health and Safety regulations are followed.

LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, Pupils with SEN

When it is considered necessary, colleagues from the following support services will be involved with Pupils with SEN:

Educational Psychologists*

Woodbridge SEND Service

Medical officers

Speech therapists

Physiotherapists

Hearing impairment services Visual impairment services

In addition, important links are in place with the following organisations:

The local playgroup/mother and toddlers' group with the aim of providing continuity between home and school The LEA

Specialist Services Education Welfare Officer Social Services

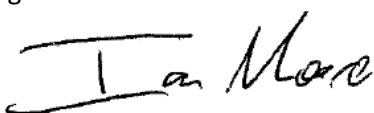
Friends of the School/PTA

SEN POLICY REVIEW

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

This policy was adopted for full implementation on March 2021

This Policy will be reviewed by the Governing Body on an annual cycle and must be signed by the Chair of Governors and Headteacher.

Policy Reviewed:	October 2025
Next Review:	
Signature of Chair of Governors: 	Signature of Headteacher: 

