

# Hendal Primary School



**Hendal Primary School**  
Belong, Aspire, Achieve.

# Special Educational Needs Policy

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## What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) to detail what local services are available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options to support families who need additional help to care for their child.

## What will it do?

The Wakefield framework will allow the Local Offer to provide parents/carers with information about how to access services in their area and what they can expect from those services. It will let parents/carers and young people know how school and colleges will support them and what they can expect across local schools and colleges.

<http://wakefield.mylocaloffer.org/Home>

 

0 - 5 year olds



5 - 11 year olds



11 - 16 year olds



16 - 25 year olds



## Special Educational Needs

Hendal Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age

### Educational inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

### Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of children are identified, assessed and provided for
- to make clear the expectations of all partners in the process
- to identify the roles and responsibilities of staff in providing for children's special educational needs
- to enable all children to have full access to all elements of the school curriculum
- to ensure that parents are able to play their part in supporting their child's education
- to ensure that our children have a voice in this process

This SEN policy details how Hendaal Primary school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs.

We will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as is

reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated. Henda Primary School will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. This school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

#### The Role of SENCO

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

#### The Role of the Governing Body

- The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The Governing Body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.
- The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with an Education Health Care Plan are aware of the nature of the plan.

- The SEN Governor ensures that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all their senses and of varied experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Individual Education Plan (IEP)

Strategies employed to enable the child to progress are recorded within an Individual Education Plan (IEP).

An IEP only records that which is additional to, or different from, the differentiated curriculum and will focus on individual targets that match the child's individual learning needs. The IEP targets are set by the class teacher. The IEP is reviewed at least twice a year and parents' views on the child's progress are sought. Wherever possible, the child also takes part in the review process and is involved in setting the targets.

The IEP includes information about:

- the short-term targets set for the child;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- outcomes (to be recorded when IEP is reviewed).

INDIVIDUAL EDUCATION PLAN				
Pupil's Name:		Year Group:	IEP Number:	
School Action: <input type="checkbox"/> My Support Plan: <input type="checkbox"/>		EHC: <input type="checkbox"/>	Date Plan Started:	
Short Term Target My Target	Teaching Strategies What do I have to do?	Success/Criteria How do I know if I can do it?	Outcome	
1	Please write SMART targets	Specific, Measurable, Attainable, Relevant, Timely		
2	To learn to read tricky words l, to, the	Practise reading my keyring. Read my flash cards and play tricky word lotto.	I can read l, to, the, in my reading book and in other classroom games and lessons.	
3	To learn to write tricky words no, go, into	Use my spelling book to practise my spellings. Use magnetic letters to make up these words and my whiteboard to practise writing them down.	I can write the words no, go, into correctly and independently in my writing.	
4	To recognise letter sounds s, a, t, p	Practise recognising the letters s, a, t, p on my letter sheet. Play sorting and lotto games.	I can recognise s, a, t, p in my play and learning activities	
<b>Additional or different resources beyond the differentiated curriculum (support, grouping, etc)</b>				
<b>What extra help might I need with my work?</b> Small group support, one to one assessment activities				
<b>Parental Contribution What do my parents say?</b> Please ask your parents to sign all IEP's and send a copy home for them to keep			<b>Child Contribution What do I think?</b> Please encourage individual children to contribute and comment here	
<b>Personal co-ordinated IEP: Who's going to help me?</b> Mrs Ashton, Mrs Wheeler			<b>Review date: When are we going to meet again?</b> Please review targets frequently SMART targets should be achieved quickly although timescale will vary for individual child	
<b>Teacher Signature:</b> Please evaluate with the child! Outcome: 0= Not Achieved, 1= Needs Consolidation, 2=Achieved		<b>Parent Signature:</b> Please keep parents informed of targets and outcomes of reviews!		<b>Child Signature: My Signature</b> Please review with the child!

## One Page Pupil Profile (OPPP)

A child's One Page Profile will be planned by the staff involved in your child's education. It will be tailored to suit the child's individual needs. The OPPP will include learning and also behavioural targets set for the child. Every term progress towards these targets will be assessed and shared with the child and parents. Children have their OPPP Targets readily available on their desk throughout the school day. Where appropriate the targets will be set through a Person Centred Planning meeting. This is carried out with the child, parents/guardian, SENCO, class teacher and other external agencies where we all meet to agree appropriate targets.

### Specific Short Term Targets: Programme of Support

Name: (d.o.b.) Year 3	Present: XX, SENCO, Learning mentor, Mum, Advisory teacher CIAT	Date: Review:
<p><b>What is XX good at:</b></p> <ul style="list-style-type: none"> <li>XX is a good friend</li> <li>XX has a 'can do' attitude</li> <li>XX is good at giving cuddles</li> <li>XX is a star in PE</li> <li>XX is funny</li> <li>XX has big sparkly eyes</li> </ul> <p><b>What is school going to do to help XX to reach his Targets?</b></p> <ol style="list-style-type: none"> <li>Continue to use clear structure to the day, so he knows what the expectations are and what the rewards and sanctions are.</li> <li>Use Social Stories when teaching new behaviours</li> <li>Continue with Nurtured Approaches</li> <li>Continue work with Learning Mentor</li> <li>Continue reading intervention</li> <li>Fit to learn program</li> <li>Continue with handwriting programme</li> <li>Continue with OT program</li> <li>Leave the classroom to work where it is quiet</li> <li>Chew buddy</li> <li>Motivation to complete the work and not feel there is too much to do</li> <li>Non-fiction books to gain interest</li> <li>Sticker chart</li> </ol>	<p><b>What is working for XX at school?</b></p> <ul style="list-style-type: none"> <li>Work with Mrs Shaw, Learning Mentor</li> <li>XX likes working with Miss Alderson</li> <li>He enjoys his reading intervention</li> <li>He likes to read one to one</li> <li>He is making progress in maths</li> <li>Chew buddy</li> </ul> <p><b>What is not working for XX at school?/Issues, difficulties that need to be addressed.</b></p> <ul style="list-style-type: none"> <li>Vulnerability at school- friendships.</li> <li>Difference between real friends and not real friends</li> <li>Noise</li> </ul> <p><b>XX's views</b> XX likes to work with Miss Shaw, he knows he can leave the classroom if it becomes noisy. He thinks there is too much work.</p> <p><b>Issues at home &amp; What mum is going to do to help XX to help him to reach his targets :</b></p> <ul style="list-style-type: none"> <li>Continue to support school</li> <li>Dough disco at home</li> <li>Attend appointments</li> <li>Attend parents support group</li> </ul>	<p><b>Short term Targets:</b> XX will be able to:</p> <ol style="list-style-type: none"> <li>Complete intervention (book 1) <b>Teodoresco</b> so that is handwriting can be read by others.</li> <li>To complete fit to learn program so that he develops his fine/gross motor skills.</li> <li>Complete work in nurture group from resilience framework in order to develop strategies to cope with anxiety and emotions.</li> <li>To write 5 sentences in extended writing so that he is working securely in level 3 for writing and can complete one piece of work on his own.</li> </ol> <p><b>What are support services going to do to help XX's reach his Targets?</b></p> <ol style="list-style-type: none"> <li>CIAT to support and offer school strategies.</li> <li>OT program</li> </ol>

## My Support Plan (MSP)

The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs. A My Support Plan MSP will be completed and reviewed with the child, parents/guardians, teaching staff and external agencies. The reviews will assess and monitor achievement towards a child's targets and also outcomes set. If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Local Authority. A range of written evidence about the child will support the request.

## School request for a statutory assessment

Where our school makes a request for a statutory assessment to an LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school provides evidence information that may include:

- individual education plans for the pupil;
- records of regular reviews and their outcomes;

- the pupil's health including the child's medical history where relevant;
- national curriculum levels attainments in literacy and mathematics;
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- views of the parents and of the child;
- involvement of other professionals such as health, social services or education welfare service.

### Education Health Care Plan (EHCP)

Statutory assessment involves consideration by the Local Authority (LA), working co-operatively with parents, our school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by us, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHCP.

### Annual Review of EHCP

All EHCP's are reviewed at least annually. The parents, the pupil, the LA, the school and professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Educational Health Care Plan. The annual review focuses on what the child has achieved, as well as on any difficulties that need to be resolved.

At the review in year 5, the aim is to give clear recommendations as to the type of provision the child will require at the secondary stage. It is then possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school is invited to attend the final annual review of pupils with an EHCP, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

### Allocation of resources

- The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Educational Health Care Plans.
- The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- The headteacher and the SENCO meet annually to agree on how to use funds directly related to Educational Health Care Plans. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.



### Interventions and Provision

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills, etc. then the pupil may be placed in a small focus group. The length of time of the intervention will vary according to need. The interventions, which are steps taken to provide additional support, will be regularly reviewed by all involved to ascertain their effectiveness and to inform future planning. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO. A request for involvement may be made to the Local Authority with your consent, in order to discuss the most appropriate way forward with either the Educational Psychology service or the Learning Support Service. After an assessment of need, appropriate support or advice will be provided.

### Children with SEND and medical needs

If a child has a medical need then a detailed Care Plan will be provided by a medical professional. These are shared with all staff who are involved with the child. Staff receive EpiPen/diabetic/epilepsy training as required. Where necessary, and in agreement with parents/carers, prescribed medicines are administered in school but only where a signed consent form is in place to ensure the safety of both child and staff member. Identified staff have basic first aid training and key members of staff have paediatric first aid qualifications.

### FAQ

#### What should I do if I think my child may have Special Educational Needs?

The class teacher is the initial point of contact for responding to parental concerns. We have an open door policy so staff are readily available to discuss any concerns. You can also contact the school SENCO by email [rknowles@hendal.wakefield.sch.uk](mailto:rknowles@hendal.wakefield.sch.uk) or by telephone on the school number 01924 259465.

#### How will I know how Hendal Primary School supports my child?

It is the responsibility for all staff in school to ensure we meet the needs of all individual children. On identification of a Special Education Need children are supported through a variety of documents listed below.

Pupil Progress Meetings are held half termly. This is a meeting where the class teacher and SLT meet to discuss the progress of the children in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

#### How will I know how my child is doing?

- Through the school's assessment and reporting systems, you will be kept regularly informed about your child's progress.
- You will be able to discuss your child's progress at parent consultation evenings.
- Appointments can be made to speak, in more detail, with members of staff if you require. Contact school at any point to arrange a convenient time
- Written school reports are sent home every year in the summer term.



How will you help me to support my child's learning?

- Staff may suggest ways of how you can support your child.
- The Headteacher or SENCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/social and emotional needs.
- If outside agencies or the educational psychologist have been involved, suggestions and programmes of study are normally provided and should be used at home.
- This home-school partnership is essential.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside services to receive their more specialised expertise. An educational psychologist is allocated to schools. He/she would normally only work directly with pupils whose needs are considerable and have not responded well to the interventions previously put in place for them. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent/carer and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carer on how to best support the child in order to take their learning forward.