

Holywell Primary and Nursery School

# Special Educational Needs and Disability Policy

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## 1) Introduction

‘In all educational settings in Worcestershire every child and young person has access to the educational provision which provides them with equity of access to the best opportunities, so they are able to achieve, thrive and fulfil their potential. Children and young people learn together, regardless of difficulties or differences they may have, and settings respond to the diverse needs of all individuals to enable this to happen within a nurturing environment where emotional wellbeing is a priority to give them the best life chances.

Every individual in all our educational settings is valued and every person in the educational community feels a sense of belonging and feel they are seen, heard, and acknowledged. All children and young people in our settings have their needs met through quality first teaching, differentiation of delivery, appropriately planned learning objectives, an accessible curriculum and other reasonable adjustments enabling every child and young person to make progress through the curriculum regardless of their aptitude, ability or SEND.

In Worcestershire educational settings, we ensure that we identify and provide effective early support for children and young people identified with additional needs and this support is additional to and different from that which already available, based on need and not labels. There is a clear process in all settings for addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion from education in all its forms. All those involved with children and young people work collaboratively to enable this to happen. ‘ Worcestershire SEND Strategy (2023-2026)

Holywell Primary and Nursery school believe that every child within the school matters. Everyone should be offered good quality teaching and learning experiences and opportunities to achieve.

## 2) Our philosophy/objectives

- All children and young people are entitled to full access to a broad, balanced and relevant education which entitles them to achieve their best. We intend to inspire and enthuse our children, by developing a love of learning and ensuring they leave Holywell with an excellent platform for success.
- Staff seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education and early years settings prior to the child’s entry into school.
- Regular monitoring the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

- To ensure all children have full access to all elements of Holywell, by making appropriate provision to overcome all barriers to learning and ensuring all pupils with SEND have full access to Early Years Foundation Stage and National Curriculum. This is co-ordinated by the SENDCo and Head Teacher and is carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To work with parents in order to gain a better understanding of their child and involve them in all stages of their child's education. This involves supporting them in terms of understanding SEND procedures and practices and provide regular feedback on their child's progress.
- To work and liaise with outside agencies when the pupil's needs cannot be met by the school alone. Some of these services would include: Speech and Language (SALT), Complex Communication Needs Team (CCN), Physiotherapists, Learning Support Team (LST), Family Support, Educational Psychologists (EP), Child and Adolescent Mental Health Service (CAMHs) and Occupational Therapists (OT).
- To create a school environment where pupils can contribute to their own learning. This means encouraging relationships where pupils feel safe to voice their opinions of their own needs and carefully monitor the progress of all pupils at regular intervals. Pupil participation is encouraged throughout the school by wider opportunities such as school council, school plays, sports clubs, play leaders and class monitors.

### **3) Definition of SEND**

The Code of Practice (2015) states: "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 significantly greater difficulty in learning than the majority of others of 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 academies/ schools."

### **4) The four areas of special educational need and disabilities:**

The Special Educational Needs and Disability (SEND) Code of Practice identifies four broad areas of need that provide an overview of the range of difficulties schools should plan for. Many children and young people have needs across more than one area, and their needs can change over time.

The four areas of need are:

### 1. **Communication and Interaction**

- This includes Speech, Language and Communication Needs (SLCN), where children have difficulty understanding or expressing themselves.
- It also covers Autism Spectrum Condition (ASC), a developmental condition affecting social interaction and communication, often involving repetitive behaviours.

### 2. **Cognition and Learning**

- This encompasses General Learning Difficulties, such as Moderate, Severe, and Profound and Multiple Learning Difficulties, where children learn at a slower pace.
- It also includes Specific Learning Difficulties (SpLD) that affect particular aspects of learning, such as dyslexia, dyscalculia, dysgraphia, and dyspraxia.

### 3. **Social, Emotional and Mental Health (SEMH) difficulties**

- This area covers difficulties with emotional and behavioural regulation, which can manifest as withdrawal, isolation or challenging behaviour.
- It also includes underlying mental health conditions like anxiety or depression, as well as disorders such as ADHD and Attachment Disorder.

### 4. **Sensory and/or physical needs**

- This includes sensory impairments like hearing or visual impairment, which may require specialist support or equipment.
- It also covers physical disabilities that necessitate additional assistance or equipment to access education and sensory processing difficulties that can impact learning and wellbeing.

The Special Educational Needs and Disability (SEND) Code of Practice recognises that behavioural issues are often an expression of an unmet underlying need. Rather than treating behaviour as an isolated problem, the code places behavioural difficulties within the "Social, Emotional and Mental Health Difficulties" (SEMH) category and emphasises identifying and addressing the root causes.

The code emphasises that persistent disruptive or withdrawn behaviours do not necessarily mean a child has SEND. Instead, these behaviours may reflect a wide range of underlying issues, including:

- Mental health difficulties, such as anxiety or depression.
- Communication challenges, as a child may lack the words to express their distress.
- Undiagnosed learning difficulties, which can cause frustration and anxiety in the classroom.
- Attachment disorders.
- Family or domestic circumstances.

Ultimately, we need to focus on identifying, understanding and meeting the individual child's needs. A child's behaviour cannot be considered in isolation from their special educational needs or disability and treating all pupils fairly does not mean treating them all the same.

A child will not be registered as having SEND solely because of speaking a different language at home.

Children with disabilities may also have a special educational need. This is discussed in our Disability Equality Accessibility Plan, therefore staff:

- Must not discriminate against, harass or victimise disabled children and young people.
- Must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers. The duty is anticipatory; adjustments must be planned and put in place in advance, to prevent the disadvantage. (Special Educational Needs code of practice: 0-25 years, 2015)

## 5) The role of the Governing Body

The Governing Body at Holywell Primary and Nursery School is responsible for

- Ensuring they are fully involved in developing and monitoring the school's SEND policy.
- Ensuring they maintain a general overview and have a governor with particular responsibility for this aspect of the school's work (Inclusion Governor)
- Ensuring that the best possible provision is made for all pupils with SEND
- Monitoring the quality of SEND provision
- Ensuring information about the implementation of the policy for SEND is published on the school website and this is updated annually.
- Ensuring that the budget for SEND is allocated appropriately.

- Defending the school should a complaint be brought to the SEND and Disabilities Tribunal.

## 6) The role of the Head of school

Miss Victoria Tuck, Head of School will ensure that:

- She works closely with the SENDCo to ensure that there is full staff participation in the development and implementation of the SEND policy.
- She provides guidance to the Governing Body that enables the Governing Body to implement the SEND policy (e.g. finance/resources)
- To ensure we meet the requirements of the Disability Equality Duty Scheme and Accessibility Plan.
- She allocates appropriate resources for SEND from the delegated budget and EHCP funding and liaises with the SENDCo regarding this.

## 7) The role of the SENDCo in school

Miss Rebecca Evans is the school appointed SENDCo. At the time of writing, the capacity of the SEN Team is increased by Mrs R.L. Soudani.

Key responsibilities of the SENDCo may include:

- Manage and oversee the day-to-day operation of the policy.
- Co-ordinate the provision for children with SEND.
- Support and advise teachers and support staff.
- Line Manager Support Staff
- Maintain the school's SEND register.
- Contribute to and manage the records of all children with SEND.
- Advise on the graduated approach to providing SEND support. There are weekly SEN Drop In Meetings for staff.
- Liaise with parents of children with SEND.
- Advise on the development of the school's delegated budget and other resources to meet individual pupil's needs.
- Liaise with external agencies and other support agencies.
- Monitor and evaluate the SEND provision and reports to the SEND Governor.
- Liaise and meet Early Year's providers, Early Year's Area SENDCo and specialist Early Year's provision regarding nursery children and nursery provision.
- Liaise with secondary schools and/or alternative provision to ensure children and their families undergo a smooth transition.
- Working with the Head Teacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

## 8) The role of the Class Teacher

All children benefit from 'Quality First Teaching'; this means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills, e.g. phonics, maths, social skills etc.

The role of the class teacher may involve:

- Initial identification and assessment of pupils within individual classes
- Working in partnership with parents or carers, the SENDCo, support staff and external agencies to support children in their classes
- Writing Insight plan targets for children, planning intervention programmes, directing additional adults to work 1:1 or in small groups with children
- Keeping SEND records up to date and ensuring copies of any correspondence is passed onto school SENDCo
- Meet with parents to discuss their child's needs at least three times a year
- Ensure all interventions and support is being tracked using Insight (our school assessment system) and other forms implemented by SENDCo
- Ensure children carry out specific interventions to help them achieve the targets set out in their SEN Plans

## 9) The role of support staff

- Give additional support to individual pupils and groups of pupils
- Deliver interventions and assist in the planning, assessment and evaluation of such interventions
- Assist with physical needs of pupils with physical disability (as appropriate to the child)
- Work under guidance of Class teacher, external agencies and SENDCo
- Attend review meetings or contribute in writing if requested to assist the class teacher and SENDCo in communicating with parents regarding progress

## 10) Identification of pupils with special educational needs

- Every class teacher is responsible for the learning and progress of all children, including those with SEND
- Regular assessments in reading, writing and maths are analysed by class teacher and use of the assessments can assist in early identification
- Class teachers have the responsibility to assess, identify and notify the SENDCo regarding children who are not making expected progress
- Class teachers should voice the concerns to parents prior to moving a child to the SEND register and take into account parents' views
- The SENDCo will support the class teacher where required in setting up appropriate strategies and interventions
- It may be necessary to carry out additional assessments or observations in order to explore potential barriers for learning and/or involve other professionals to assist with this.

Although the school can identify special educational needs and make provision to meet these needs, we are unable to offer diagnoses. Parents are advised to contact their GP if they are concerned.

The following procedure should be followed (as appropriate to child's needs and circumstances)

- 1) Completion of the 'Initial Concerns Sheet' by class teacher which includes details of National Curriculum levels/EYFS scores, relevant medical information and history
- 2) Details of interventions provided for the child above and beyond Quality First Teaching
- 3) Details of conversations with parents over time (this will be recorded on parent meeting notes on CPOMS)

The SENDCo will consider the information received and determine in consultation with class staff and parents whether the child will be added to the SEND register. This is a list of all children school have identified have additional needs.

## **11) Teaching and Learning**

At Holywell we believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, achieving or working towards achieving their potential. Children with SEND and disabilities are entitled to be taught by their teacher. Teachers aim to spend time each day working with all children/with SEND, individually or as part of a group.

When allocating additional TA support to children, the focus at Holywell is on outcomes rather than hours; our aim is to put in sufficient support to enable a child to reach their challenging targets, but without developing dependence in an adult.

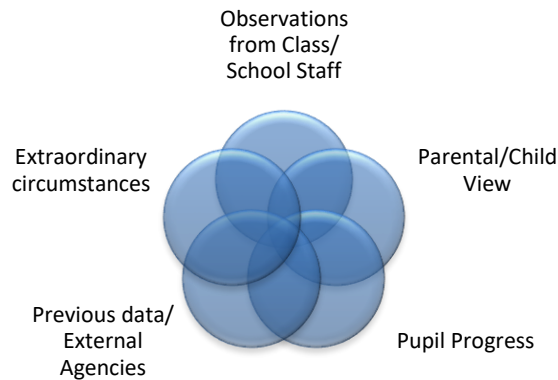
Targets for children on the SEND register are SMART – Specific, Measurable, Attainable, Relevant and Time Limited – in an attempt to close the attainment gap between the children and their peers. Interventions are crucial in closing these gaps and therefore are closely monitored by both class staff (to monitor progress towards targets) and SENDCo (who monitors overall progress after the intervention).

## **12) Levels of Support**

The school adopt a graduated response to children who have SEND, recognising that there is a continuum of special educational needs.

Children are identified as having SEND through the following process

## STAGE 1- CONCERNS



This information will be gathered on an Initial Concerns Checklist, which will be given to the SENDCo. This document contains views of school, parents and child. It records attainment and progress and documents where concerns are raised and discussed.

## STAGE 2- MONITORING

Teacher and SENDCO

Review:

- ⊕ Previous progress, history, starting point
- ⊕ Wave 1 provision and classroom practice
- ⊕ Discuss with parents and pupil
- ⊕ Identify improvements to support

Teacher

- ⊕ Define provision and specific targets through Insight Provisions
- ⊕ Targeted support at wave 2 and through 'normal school entitlement'
- ⊕ Pupil classified as vulnerable learner

SENCO

- ⊕ Monitor and review impact (over 1-2 terms)

Teacher and/or SENDCO

- ⊕ Discuss impact and next steps with parents



Progress / Improvement.

Pupil will continue to be monitored through normal school systems.

Inadequate Progress

Pupil will be placed on Stage 3 SEND Register as SEN Support.

NB: External advice and support may be sought at any point in this process to support effective decision making and planning.

This process enables us to clarify whether the child has SEND or is underachieving due to gaps in their learning. Following this process, a child who is still demonstrating significant difficulties will be placed on the SEND register and a graduated approach will be taken to addressing their SEND.

### Identification of SEND and the Graduated Response

Once children have been identified then the following will take place-

- ⊕ A graduated approach to addressing SEND through an 'Assess, Plan, Do, Review' cycle:
  - Clear assessment of the child's needs and current strengths, shared with the child and parents
  - Plans for interventions and support to address areas of needs linked to specific and ambitious targets, shared with the child and parents
  - Planned interventions and support delivered by well qualified staff
  - Regular (at least termly) review of progress shared with the child and parents
- ⊕ A focus on developing independence in learning while still providing appropriate support to remove barriers
- ⊕ Effective use of external advice and guidance in targeting intervention

### Assess, Plan, Do, Review Cycle

**Assess-** this involves taking into consideration all of the information gathered from discussions with parents or carers, the child, the class teacher, previous teachers and assessments.

**Plan-** this stage identifies the barriers to learning, our intended outcomes and details of what additional support will be provided to help overcome the barriers. These decisions will form the basis for termly review meetings with parents and pupils.

**Do-** providing the support and additional assistance, as set out in the plan.

**Review-** measuring the impact of support provided, and considering any changes that need to be made. All of those involved: learner, parents, teacher and SENDCo contribute to this review. This stage then informs the next cycle, and if necessary meetings with class staff to discuss the progress of learners are held regularly.

**While the majority of learners with SEND will have their needs met in this way, some may require an Education Health Care Plan (EHCP) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHCP Plan.**

### **13) Application for a Statutory Assessment of Special Educational Need possibly leading to an Education, Health Care Plan (EHCP)**

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies, the decision may be taken to request a Statutory Assessment of a child's Special Educational Needs. This process will involve presenting to county detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and are asked to contribute to the reports submitted.

Children who live in Birmingham will have their referral form sent to Birmingham City Council, and any assessments needed will occur with Birmingham services, for example Educational Psychologist. Parents and carers are also asked to contribute to these requests.

If the Local Authority SEN agree to complete such an assessment, EHCPs are issued at the end of the process if it is felt one would be appropriate.

### **14) Partnerships with Parents**

Our school information report can be found on the school website [www.holywellschool.org](http://www.holywellschool.org)

We recognise how important and effective the dialogue between teachers and parents is. We aim to keep parents fully informed and involved; continually talking with and consulting with parents. We encourage parents to make an active contribution to their child's education.

- Parents sign a consent form to give permission for their child to be on the SEND register.
- Children's progress is discussed specifically at Parents' Evening but also additionally teachers will ask to see parents at other times and are available should parents have any concerns.
- Copies of the child friendly SEND plans are completed by class teachers and sent to parents. Parents are invited to add their comments and suggestions online
- Parents are actively encouraged to support their children via homework, termly projects, additional web support.
- Parents receive the Annual Report to parents in the summer term
- The SENDCo is available to meet with to discuss individual children, concerns and progress at mutually convenient times.
- A member of the Governing Body, Mrs Anna Smith, is named as the Inclusion Governor – she can be contacted via the clerk to Governors (through the school office).

## **15) External Agency Input and Partnership with Health and Social Services**

(These services depend on the individual children; and can differ between Birmingham and Worcestershire)

- Educational Psychologist – Dr. Ruby Noble
- Speech Therapy – Mrs Jamie Mullard
- School Nurse – Caroline Nicholls
- Child and Adolescent Mental Health Service (CAMHS)
- Forward Thinking Birmingham
- Complex Communication Needs – Mr Stephen Fessey
- Primary Phase SEND Advisor – Ms Helen Harris
- Allens Croft Child Development Centre
- Chadsgrove Teaching School

Many of these agencies are arranged through school. Children who have a Birmingham GP are referred to Birmingham Health Services, with the exception of Speech and Language - all children who attend Holywell Primary School are seen by our Worcestershire Speech and Language Therapist.

## **16) Partnership with Special School (as appropriate for specific individual children)**

- Chadsgrove Outreach
- Victoria Special School, Birmingham

## **17) Complaints**

We hope that you are happy with the SEND provision at Holywell Primary and Nursery School. However, if you feel you would like to discuss any concerns, please contact Miss Rebecca Evans via the school for an appointment in the first instance.

The school SEND Governor, Mrs Anna Smith, can also be contacted via the school office.

Please see the school's Complaints Policy for further information about raising a complaint.

### **Data Protection statement**

- The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection policy.
- All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of Policy	Content	Reason for Policy	Who does it relate to	Where is it stored
Special Education Needs Policy	Guidelines for staff/parents	Guidance	Staff/Pupils/Parents/Carers	Secured Network Drive

- As such, our assessment is that this policy:

Has few/no data compliance requirements	Has a moderate level of data compliance requirements	Has a high level of data compliance requirements
		X