



Heather Garth
Primary Academy
Stars Aiming High

SEND Policy

Policy Review Details

This review date is a guideline only and if circumstances or recommendations change then the policy will be reviewed and amended as appropriate.

This policy will be reviewed by the Governing Body on an annual basis

Date of Issue: October 2018

S. Farr

Chair of Governors Signature

Headteacher Signature

Date of next review: October 2019

Special Educational Needs and Disability Policy

Special Educational Needs and Disability Policy

Section 1 - Rationale

The principle that all pupils should receive a broad and balanced curriculum, relevant to their individual needs, is established in law. We use different methods and tools to present learning opportunities to pupils and carefully differentiates tasks and outcomes to match individual needs. Quality First teaching aims to reduce the need for specialist support; however, we recognise that there will still be some children that need provision that is additional to or different from that encompassed by Quality First Teaching. At Heather Garth Primary Academy, we aim to give pupils the opportunity to experience success in learning and to achieve to their maximum potential through a flexible, differentiated programme of learning, delivered through a broad, balanced, innovative and exciting curriculum. At our School, it is recognised that Provision for Students with Special Educational Needs and Disabilities (SEND) is a whole school responsibility. When planning, all staff have high expectations and provide opportunities for all pupils to achieve their full potential, regardless of gender, disability, social and cultural backgrounds and ethnic groups.

- Staff at Heather Garth Primary Academy value pupils of different abilities and support inclusion
- Throughout the school staff and pupils will be constantly involved in the best ways to support the needs of all pupils within the school
- Within each class teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children with Special Educational Needs will be part of this process

Our policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to inherent difficulties (such as sensory or physical impairment), or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors that affect achievement and attainment. Many pupils, at some time in their school career, may experience difficulties which affect their learning, these may be long or short term.

At Heather Garth Primary Academy we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve to his or her full potential.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb (2013)

SEND Code of Practice 0-25 (July 2014)

Schools SEN Information Report Regulations (2014)

Special Educational Needs and Disability Policy

Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)

National Curriculum in England Key Stage 1 & 2 Framework document (Sept 2013)

NASEN: Updating SEN Policy for Schools (2014)

The SEND Co-ordinator is Mrs Louise Dunwell

Mrs Dunwell gained the National Award for Special Educational Needs Qualification in 2013.

The SEND Governor is Mrs S Farr

Mrs Dunwell can be contacted via the office on: 01709 894149

We aim to raise the aspirations and expectations of all pupils with SEND. Our school provides a focus on outcomes for children and not just hours of provision and support.

Section 2 - Aim

Our School SEN policy has been developed to;

- Ensure that the diverse needs of all children whatever their learning difficulty, are provided for, their barriers to learning minimised, they have equal opportunities to participate in the full curriculum of the school and their successes are equally celebrated
- Ensure the implementation of Government and subsidiary Local authority Guidance surrounding the SEND Code of Practice 0-25 (June 2014)
- Ensure best practice, based on past practice and new guidelines is applied consistently
- Inform parents / carers via a leaflet how SEN provision is organised at school, how it is identified, managed and provided for, how Educational plans co-ordinate with any Health / Social care provision and how this supports their child's development
- Inform all parties how SEN provision works collaboratively – Child, Parents, Teachers, SENDCo and other professionals and how concerns will be managed

We work to these objectives by:

- Ensuring SEND provision is co-ordinated and integrated across the school by our SENDCo
- Monitoring and reviewing all pupil progress across the curriculum using tracking systems and regular assessment to ensure that any problems are identified at an early stage, assistance is provided and progress is managed
- Providing assessment reports to parents along with two Parent's Evenings
- Providing support and advice for all staff working with pupils with SEN, giving staff additional training on methods and programs relating to SEND on a regular basis
- Provide a range of learning support and alternative teaching materials for teacher and pupil use
- Working with external agencies to access specialist provision such as

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Educational Psychology, Speech and Language Therapy, Occupational Therapy and Specialist teaching Services etc

- Having an escalation procedure if parents have a particular SEND concern that they do not feel is being adequately addressed by current arrangements. See Policy (Section 16.)

Objectives

- ✓ To identify and provide for pupils who have special educational needs and additional needs
- ✓ To work within the guidance provided in the SEND Code of Practice 0-25, 2014
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND Code of Practice approved by Parliament 29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)
- ✓ To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- ✓ To provide support and advice for all staff working with special educational needs pupils:
 - All pupils will have access to the full range of curricular opportunities offered.
(In the case of pupils with a statement or pupils with Education Health and Care Plans, any disapplication will be recognised)
 - The learning potential of the majority of pupils will be met through well planned, well organised, well differentiated quality first teaching
- ✓ The progress of all pupils will be continually monitored to identify specific learning needs as they arise
- ✓ Specific learning needs will be identified and support provided as early as possible
- ✓ Input matched to individual need, will be provided in addition to differentiated classroom provision, for those pupils registered as having SEND
- ✓ Progress of pupils with SEND will be reviewed regularly to provide the most effective and relevant learning provision
- ✓ Parents / carers will be fully involved at every stage in plans to support their child's needs
- ✓ Wherever possible, pupils with SEND will take an active role in the target setting and writing of individual education plans

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Section 3 - Identifying Special Educational Needs

Definition of Special Educational Needs

- A child has special educational needs if he or she has a learning difficulty or disability which requires special educational provision to be made for him or her, namely that which is additional to or different from the normal adaptations that are made as part of Quality First classroom Teaching
- **A child has a learning difficulty if they have significantly greater difficulty in learning than the majority of his or her peers or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for peers**
- Many children who have SEN may have a disability under the Equality Act 2010 which is ‘...a physical disability or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ Children with such conditions do not necessarily have SEN, but there is often a significant overlap between disabled children and those with SEN. Where a disabled pupil requires special educational provision they will also be covered by the SEN definition

Identifying SEN

For some pupils, SEN can be identified at an early age. However, for other pupils difficulties become evident as they develop.

Rates of Progress

All pupils do not progress at the same rate. Slow progress and low attainment do not necessarily mean that a child has SEN and this should not automatically lead to a child being recorded as having SEN. Similarly, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Types of Learning Difficulty

Pupil's needs and requirements may fall into at least one of four areas. Children could have interrelated needs.

1. **Communication and Interaction** eg. Language difficulties, Autistic Spectrum Disorders
2. **Cognition and Learning** eg. Dyslexia, Dyspraxia
3. **Social, Emotional and Mental Health issues** eg. Anxiety disorders, ADHD
4. **Sensory & or Physical**

The SEN Code of Practice recognises that all children are unique and that fixed categories of special educational needs cannot reflect the diversity of need on every occasion.

Who is responsible for the Identification of SEN?

Class teachers are responsible and accountable for the progress and development of all pupils in their own class, including where pupils access support from teaching assistants or specialist staff. Staff make regular assessments of the progress of all pupils. Teachers are held to account at Pupil Progress Meetings and pupils are

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identified as making less than expected progress given their age and individual circumstances.

How can 'less than expected progress' be characterised?

Progress which:

- Is significantly slower than that of their peers, starting from the same baseline (based on national expectations)
- Is working approximately 12 – 18 months behind their peers for no good reason (excluding poor teaching experiences, family indicators etc)
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers (based on national expectations)
- Widens the attainment gap

The SEN Code of Practice suggests that pupils are only identified as having SEN if they do not make ADEQUATE PROGRESS (compared to that which is expected nationally) once they have had good quality personalised teaching, interventions or adjustments.

What factors can impact on Progress and Attainment?

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for school provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance & Punctuality
- Health & Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman / woman
- Behaviour

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Any concerns relating to a pupil's behaviour will be explored in light of an underlying response to a need which may not be being addressed.

In deciding whether to make special educational provision, the class teacher, SENDCo & Assessment Lead will consider all of the information gathered from within the school about a pupil's progress, alongside national data and expectations of progress. The information gathering will also include early discussions with the pupil and their parents to determine the child's strengths and difficulties.

Section 4 - A Graduated Approach to SEN Support

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Heather Garth Primary Academy regularly and

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carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

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

Assess

In identifying a child as needing SEN support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. This assessment is reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

Where it is decided SEN provision is necessary, the pupil will be formally recorded on the SEN Register and a SEN Support Plan will be drawn up. The SENDCo, with input from the child, parent and class teacher will draw up the plan which details the adjustments, interventions, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The class teacher, with support from the SENDCo and in consultation with the parents and the pupil, will be responsible for implementing the SEN Support Plan.

Parents are made fully aware of the planned support and interventions and it is expected that parents reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they still retain responsibility for the pupil. Working closely with any teaching assistants or specialist staff involved, teachers plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

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Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Statements/Education, Health & Care Plans

A Statement of Special Educational Needs or EHCP is, in many cases, issued before a child starts school to address a profound, severe or complex needs requirement. However, in a very small number of the cases the LA may be requested to make statutory assessment of a child whose needs become apparent as he or she develops and which cannot be met via the Schools usual provision. Assessments are a lengthy and intensive process requiring detailed information and evidence from all the involved parties (parents, teachers, external specialists, medical and perhaps social or psychological advice) gathered over a period of time. A decision will be made by the LA in no more than 20 weeks.

Any Statement issued is specific to a particular need to meet clearly defined objectives and the LA provides additional resources to meet these needs. The statement is reviewed annually and parents will always be involved in monitoring progress.

Support available for improving the emotional and social development of pupils with SEN

Heather Garth Primary Academy is committed to supporting all aspects of a child's well-being and offers a variety of interventions to assist with this.

Pupils who are unable to access the school's behaviour policy in its current form are given Individual Behaviour Plans (IBPs). Drawn up by the SENDCo and held centrally, this IBP communicates their individual needs to their class teachers, learning support assistants and other staff members who may work with the pupil and will include strategies for supporting them in lessons and in the wider school community (as necessary).

Section 5: Managing Pupils Needs on the SEN Register

SEN Support Plans

Children in receipt of SEN provision will have their needs recorded on a SEN Support Plan. SEN Support Plans are reviewed at least three times a year and parents are invited to attend additional meetings with their child. Class teachers hold the responsibility for evidencing progress according to the outcomes described in the Plan. Updated SEN Support Plans are sent home to parents after each review. Appendix 1 provides more detail on the individual sections included in this document.

Statements of SEN/EHCPs

If a pupil has complex needs they may have a Statement of SEN or an EHCP. A formal review will take place each academic year (Annual Review). Parents and any

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agencies involved with the pupil will be invited to this meeting to discuss progress and the provision which is in place. Some pupils being supported individually by a TA may require more frequent communication with the parent / carer and it may be appropriate to use a communication diary.

In class support

All pupils identified as having a SEN or disability are treated equally and given access to an appropriate curriculum. Within lessons it is the teacher's responsibility to differentiate learning.

Pupils with Statements of SEN or Education, Health and Care Plans (EHCPs) are supported in class according to the requirements of their Statement or EHCP. Any additional adult support is carefully managed to ensure that it is not unduly intrusive. SSA hours on a child's Statement or EHCP does not necessarily mean that the child is entitled to 1:1 support in all lessons.

If a pupil does not have a Statement or EHCP individual in-class support is not routinely offered, however, this can be considered in extreme cases if deemed necessary. Instead, strategies to support pupils identified with SEN are included on their SEN Support Plan.

Interventions

Heather Garth Primary Academy has a wide variety of additional interventions which can be used to support pupils. These include: Maths, Writing, Reading Comprehension, Speech and Language and Occupational Therapy groups. Additional interventions are also offered depending on the needs of the pupil.

Where necessary, this additional support is provided through small group or 1:1 interventions where pupils will be withdrawn from non-core lessons for the period of the intervention, usually by a fully trained Teaching Assistant. However, teachers, including members of SLT and the SENDCo may also deliver interventions where deemed appropriate.

Involvement of external specialists

Heather Garth Primary Academy has access to a number of external professionals including Speech and Language Therapists, Occupational Therapists and Educational Psychologists which are provided by the LA. The referral process varies according to the agency. However, it is essential that teachers provide substantial evidence of strategies and interventions tried as well as outcomes for a minimum of two terms before any referral will be considered.

The school receives support and advice from the LA: Cognition and Learning (Specialist Teaching Service), Visual Impairment and Hearing Impairment Services which is known as BESST Service. This enables the school to provide assessments and advice for children with more significant and complex needs. As well as the requirement for substantial evidence to be provided, children would be expected to be significantly behind their peers (at least two nationally) before support from Cognition and Learning will be considered.

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In some cases, parents choose to have their children assessed privately for learning difficulties/disabilities. Whilst the school welcomes advice from external professionals, it should not be assumed that having such an assessment will automatically entitle a child to additional provision.

Use of ICT to support SEN

In some cases, it may be recommended that pupils are provided with ICT resources to enable them to better access the curriculum, specifically laptops/tablets. Heather Garth Primary Academy is not able to fund such resources; however, should a parent wish to provide their own laptop/tablet on the written recommendation of an external professional, this will be considered on an individual basis. In such cases, any ICT equipment provided by parents remains the pupil's responsibility and the school will not be held liable for any breakages, damage or losses. Pupils bring ICT equipment into school at their own risk.

Application for 'Top Up' Funding

In a very small number of the cases, where the school feels it is unable to fully meet the special educational needs of a pupil through its own provision arrangements yet a child does *not* meet the criteria for a Statement or EHCP, an application can be made to the LA who can provide short-term additional funding. Evidencing a case is a lengthy and intensive process requiring detailed information from all the involved parties (parents, teachers, external specialists, medical and perhaps social or psychological advice) gathered over a period of time. At the very least, the school must demonstrate that the pupil requires more than 13.5 hours of additional support per week to qualify for Top-Up Funding (further information provided in Section 10).

Activities outside the classroom including school trips

Heather Garth Primary Academy offers a wide variety of trips and extra-curricular activities for pupils. We aim to support all pupils to enable them to attend trips, visits and take part in extra activities. A risk assessment will be completed for each trip and the needs of individual pupils are considered as part of this process. A decision will then be reached by the SENDCo, in collaboration with parents and class teachers, to decide whether or not it is possible for the pupil to attend. In the event that a pupil cannot attend a trip due to their SEN or Disabilities, it may be necessary to cancel the trip and arrange an alternative venue/location.

Section 6: Criteria for Exiting the SEN Register

As a pupil starts to make adequate progress (as outlined in the SEN Code of Practice), support will gradually be reduced. Where a pupil continues to make adequate progress without the requirement for provision that is *additional to* or *different from* that which is provided as part of Quality First Teaching, for a period of two terms or more, the pupil will be removed from the SEN register. Their progress will continue to be carefully monitored and reviewed regularly.

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Section 7: Supporting Pupils and Families

Information on where the local authority's offer is published.

Barnsley Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities. This is known as the 'Local Offer'.

The Local Offer outlines all services and support available across Health, Education, Social Care and Leisure Services and will improve choice and transparency for families. For further information about the Barnsley Local Offer, please visit:

www2.barnsley.gov.uk/services/...for.../send-local-offer

SEN Information Regulations Report

Heather Garth Primary Academy, like all mainstream primary schools, is required by law to produce a Special Educational Needs (SEN) Report on an annual basis. This can be accessed via the school website: <https://www.heathergarth.org/>

Parent Partnership

Barnsley Parent Partnership provides impartial information, advice and support to parents and carers of children with special educational needs - ie parents of children who are receiving additional support in school or early years settings, parents who have a child that is going through Statutory Assessment or who already has a Statement of special educational needs.

Admission arrangements

The admission arrangements for children with SEN and without a Statement of Special Needs are no different than for other children.

If a child has a Statement or EHCP, parents have the right to specify Heather Garth Primary Academy if, after investigation, they feel it is the school most suitable to meet their child's needs, even if they are outside the reserved area of Bolton-Upon-Dearne.

Access arrangements (exam support)

When a pupil reaches Year 6, their data is analysed by the SENDCo and, if necessary, they are assessed for extra support in their End of Key Stage SATs examinations. Examples of support could be: a reader; extra time; movement breaks and/or a scribe. Applications for access arrangements have to be submitted to the Department for Education and the support a pupil may receive is dependent on the scores they receive in specified tests alongside a history of need. Where a pupil requires arrangements to be made, they will usually need to be examined in a separate room from the other candidates.

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Links with other schools

Good links exist between Heather Garth Primary Academy and its feeder Nursery settings. Class Teachers and Teaching Assistants are encouraged to visit Nurseries, especially during the Summer Term, to meet and assess children who will transfer to the school in September. Nursery Staff are also invited to visit our Reception setting. Where necessary, the SENDCo will also attend visits for children who are already known to have special educational needs or disabilities.

Heather Garth Primary Academy welcomes representatives from the Secondary schools, to which its Year 6 pupils are transferring, to meet the children and Year 6 teachers and to discuss pupils' achievements and needs. Our SENDCo is present at all these meetings to talk to members of staff about *all* pupils who are registered as having SEN as well as pupils who do not have SEN but for whom transition may be a cause of anxiety. It is standard practice that all SEN records and other relevant documents are passed on to pupils' new schools before September. For children with Statements of SEN or EHCPs, transition arrangements are agreed at the pupil's Year 6 Annual Review which is usually held in the Summer Term.

Section 8: Supporting Pupils at School with Medical Conditions

Heather Garth Primary Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed.

If a pupil has an additional medical need a detailed care plan will be compiled in consultation with parents / carers. These are discussed with all staff who are involved with the pupil and appropriate support is put in place. Heather Garth Primary Academy's Admissions of Medicines Policy can be found by contacting the School Office.

Section 9: Monitoring and Evaluation of SEN Provision

SEN provision is evaluated on an ongoing basis and adjusted as required. This is done by:

- Classroom practice being monitored by the SLT, SENDCo and subject Co-ordinators
- Analysing pupil tracking data
- Comparing value-add data for pupils on the SEN register
- Meetings of parents and staff to plan outcomes and recognise progress or shortfall
- Looking at how effective the SEN provision has been in relation to the resources allocated

Additionally SEN provision is reviewed by:

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- Termly monitoring of procedures and practice by the SEN Governor
- Annual School Self Evaluation processes and heightened importance in the School Development Plan
- Other LA visits, meetings and inspections which enable the school to compare provision to other schools and help identify best practice tactics

Section 10: Funding for SEN

In April 2013 the government made changes to the way that SEN funding is provided to schools. The funding changes do not change the legal responsibilities of schools and local authorities for children with special educational needs. However, the new funding formula has had a significant impact on Heather Garth Primary Academy.

Funding is agreed locally and is given to school under three main headings:

Element 1: Schools get most of their funding based on the total number of pupils in the school. Every pupil in a school attracts an amount of money. This is the core budget for each school and it is used to make general provision for all pupils including pupils with SEN.

Element 2: Every school receives an additional amount of money to help make special education provision to meet children's SEN. This is called the notional SEN budget. The amount in this budget is based on a formula agreed between schools and the LA. The Government now require that schools use this funding to pay for up to 13.5 hours of support (previously 5 hours) before additional funding can be applied for.

Element 3: It is expected that the needs of almost all mainstream children can be met through the school budget; however, there will always be a small number of children whose needs are so complex or unusual that money to support them can only be allocated on an individual basis. In these cases the school can apply locally for 'Top-Up Funding'. If a school can show that a pupil with SEN has 'exceptional' needs that could not be predicted, it can request 'Exceptional Needs Top-Up Funding'.

Section 11: Training

Teachers at Heather Garth Primary Academy are highly trained and have a wide range of qualifications to enable them to support pupils. They are supported by experienced TAs who also have expertise in a range of areas including Literacy, Numeracy, Speech and Language, Occupational Therapy, Visual Impairment, Hearing Impairment, Down's Syndrome and Autistic Spectrum Disorders.

Through the monitoring and evaluation of SEN provision, the SENDCo and Senior Leadership Team identify the professional development needs of staff. Continued Professional Development (CPD), where appropriate, is closely linked to the School Development Plan and Appraisal Objectives and can either be school based (delivered by the SENDCo or other experienced staff) or delivered through specialist agencies externally.

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Staff who attend additional courses disseminate information at staff meetings. Whole school in-service training sessions are arranged, as appropriate, in response to particular needs within the school.

Section 12: Roles and Responsibilities

The Governing Body is responsible for:

- Appointing a member of the governing body or sub-committee with specific oversight of the school arrangements for SEN and disability
- Ensuring that there is a qualified teacher designated as SENDCo for the school.
- Taking account of SEN pupils when planning all matters for the school as a whole. The GB believes that good SEN provision benefits all pupils.
- Working with the head teacher and SENDCo to determine the school's general policy and approach to provision for children with SEN and ensuring that appropriate staffing and funding arrangements are put in place.
- Ensuring that the procedures for monitoring and measuring all children are in place consistently by all teachers to ensure early identification and support of children who may require SEN support.
- Considering SEN issues and updates at relevant group meetings and ensuring that these issues are fully incorporated in the school's self-review and continuous improvement plans.
- Publishing information on their websites about the implementation of their policy for pupils with SEN- updated annually or when information changes.

The School Leadership Team is responsible for:

- Regularly reviewing how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.
- The quality of teaching for pupils with SEN, and the progress made by pupils.
- Identifying any patterns in the identification of SEN both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The SENDCo is responsible for:

- Working with teachers to ensure day to day implementation of the SEN policy
- Planning for all the Special Needs provision in the School – including resources, staffing, training, additional support requirements, and new programs
- Providing appropriate resources and ensuring their proper use
- Arranging appropriate specialist training for relevant teaching staff and ensuring that general learning and information is disseminated to all staff via in-service training
- Supporting and advising class teachers and learning support assistants on SEN identification, managing and other issues
- Monitoring the records of all pupils, their progress towards goals, actions taken and outcomes
- Setting TA / LSA Performance Management targets and ensuring they have the resources to achieve them.
- Arranging external specialist assessment and support programmes and ensuring

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that their recommendations and advice is shared and implemented.

- Monitoring the regular review meetings of SEN pupils (and attending where requested).
- Keeping the Governing Body informed of progress, plans and issues via regular liaison with the SEN Governor.

Class Teachers are responsible for:

- The progress of all pupils in their class including those with SEN.
- Including SEN pupils fully in their delivery and teaching of the National Curriculum by providing appropriately differentiated learning outcomes for SEN pupils. This means that wherever possible all children will follow similar curriculum and lesson plans but that their objectives and levels of work will be set according to their needs and abilities.
- Liaising with the SENDCo as necessary to obtain advice and strategies to support learning and inclusion in the classroom.
- Monitoring and tracking all pupils' progress to assist the early identification of learning difficulties and alerting parents at the earliest opportunity of their concerns to enlist active help and participation.
- Feeding back to parents how a child is progressing towards their SEN learning outcomes, including planned reviews.
- Ensuring that lunchtime supervisors and any other additional teachers (eg. Supply teachers, visiting specialist music/ sports etc. teachers) are given necessary information relating to the supervision of pupils including possible behaviour management tactics.
- Day to day operation and management of SEN interventions in their class/year group.

Teaching Assistants are responsible for:

- Supporting pupils' individual needs, where directed.
- Helping with the inclusion of pupils with SEN within the class.
- Implementing and managing the differentiated programs prepared by the teachers/SENDCo.
- Monitoring and feeding back progress to teachers on pupils' responses to tasks and strategies.
- Ensuring that recommended or requested learning support aids and programmes are utilised appropriately and consistently.
- Contributing to reviewing and planning meetings regarding successes and concerns, including SEN Support Plans and Statement / EHCP reviews.

Section 13: Storing and Managing Information

Confidentiality

Heather Garth Primary Academy is committed to the health and well-being of its pupils and will ensure that staff, parents and pupils can feel confident that any information entrusted is treated sensitively and only shared with the relevant personnel.

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Data Protection

Heather Garth Primary Academy gathers and uses personal information about staff, pupils, parents and other individuals who come into contact with the school to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

Section 14: Reviewing the Policy

The SEN policy is reviewed annually by the SENDCo and Governing Body to take account of any changes made to the Code of Practice or Barnsley Guidelines.

Section 15: Accessibility

Facilities

Heather Garth Primary Academy is fortunate in having a modern building which incorporates ramps, accessible toilets and is therefore usable by children with physical disabilities and those using wheelchairs. We have also made classroom adjustments and provisions for children with visual impairments for example yellow lines have been painted on areas that have been identified during a risk assessment that was carried out by a specialist teacher. The school's main buildings are DDA compliant.

School is aware of Personal Emergency Evacuation Plans (PEEPS) should the need arise for any pupil with a physical disability to ensure their safety in the event of a fire or other emergency.

Statutory Responsibilities

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Section 16: Dealing with Complaints

It is in everybody's interest to try and resolve concerns informally without invoking formal complaints procedures. So, if parents are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the class teacher.

If the parent is not satisfied with the teacher's comments or the situation does not improve then they should arrange an appointment with the SENDCo stating clearly what they are unhappy about and what they would like to see happen regarding their concern.

As the SENDCo is part of the Senior Leadership Team, she has full authority and experience to determine the most appropriate special education provision for all children in the school and responsibility to ensure that it is being delivered effectively. However, should the matter still not be addressed satisfactorily then the parent should refer to the school's Complaints Policy.

It is recommended that parents obtain impartial information and advice on their expectations and entitlements before proceeding down a formal complaints process and Barnsley Parent Partnership may be able to help with this.

Special Educational Needs and Disability Policy

Section 17: Bullying

Heather Garth Primary Academy aims to promote respect, tolerance, co-operation, honesty and kindness between pupils and their peers and between pupils and adults working in the school. Positive attitudes, consistently good behaviour and mutual respect are most likely to be achieved when there are clear expectations of appropriate standards.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the staff.

Section 18: Appendices

Appendix 1 – SEN Support Plan & One Page Profile

Appendix 2 – SEN Information Leaflet

My Support Plan			
Name:	Year Group:	Support Plan No:	Term:
DoB:	Written by:	Date Written:	Current Attainment: Previous Year : T1: T2: T3:
<u>is good at:</u>			
<u>needs help with:</u>			
Short term outcomes for : To be able to: <ul style="list-style-type: none"> 	We will support to achieve his outcomes by: <u>School:</u> <u>Parents:</u> <u>Support Services:</u>		<u>How well have I done?</u>
Signed (Parents):			

<u>What is important to me:</u> <ul style="list-style-type: none"> 	<div style="background-color: #007bff; color: white; text-align: center; padding: 5px; border: 2px solid yellow;"> My One Page Profile </div> <div style="background-color: #007bff; color: white; padding: 5px;"> Name: DOB: </div>	<u>The best ways to support me:</u> <ul style="list-style-type: none">
<u>Completed by:</u> <u>To be reviewed on:</u>	<u>What people like and admire about me:</u>	<u>My aspirations:</u>

Your child in our Academy.

Who are the other people providing services to children with a SEND in this Academy?

Classroom differentiation is often sufficient to mean that your child no longer has barriers to their learning and they start to make progress. However, for some children this may not be enough and the expertise of other external agencies will be sought to provide specialist support. This may include:

- ♦ Family Engagement Team
- ♦ Learning Mentor
- ♦ Teaching Assistants
- ♦ Additional Educational Psychology Input to provide a higher level of service to the Academy as well as a variety of outside agencies

How will I be kept informed of my child's progress?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and in the Academy so similar strategies can be used. All the information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report.

Support Plans will also be reviewed with your involvement each term.

What other support can be offered?

- ♦ Homework will be adjusted as required to your child's individual needs
- ♦ A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child

Are there any helpful documents/websites I can look at?

- ♦ www.gov.uk/government/publications/send-code-of-practice-0-to-25
- ♦ SENDIASS- parentpartners@barnsley.gov.uk
- ♦ www.councilfordisabledchildren.org.uk
- ♦ Special educational needs and disability - A guide for parents and carers.gov.uk



Heather Garth Primary Academy
Billingley View
Bolton-Upon-Dearne
S63 8ES

Phone: 01709 894149
Head Teacher: Mrs J Winnard
SENDCo: Mrs L. Dunwell



Heather Garth
Primary Academy
Stars Aiming High

All pupils can achieve their best.



Special Educational Needs and Disability (SEND)

Information for Parents & Carers about SEND.

This brochure outlines the way in which your child will be supported in our school.

At Heather Garth Primary Academy we are committed to ensuring that every child gets the best support we can offer in order to help them to enjoy their learning, feel confident and happy amongst their friends and make the best progress possible in order for them to:

- ♦ achieve their best
- ♦ become confident individuals and live fulfilling lives
- ♦ make a successful transition into becoming an adult

Our SENDCo is Mrs Dunwell.

What is SEND?

SEND means 'Special Educational Need and Disability'. Children learn at different rates. Many pupils, at some time during their academy career, will experience difficulties which may impact upon their rate of learning; these may be long or short term. Some children with SEND may need extra help because of a range of needs eg. Communicating and interacting, Cognition and Learning, Social, Emotional & Mental Health difficulties or Sensory and / or Physical Needs.

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. This could be in the form of a Support Plan.

What is a Support Plan?

It is a program that is written to support a child with additional needs. This is called 'School Support.' It outlines the provision that will be made to enable your child to make appropriate progress.

The Support Plan will:

- ♦ Set some targets for your child to work towards
- ♦ Outline the additional support your child will receive
- ♦ Detail strategies and resources used to support your child
- ♦ Outline how school, other agencies involved and you as Parents or Carers can support your child
- ♦ Record your child's achievement towards his/her targets

Who will support my child?

The class teacher and key workers will support your child. This team could include: Teaching Assistants, Speech Therapists, Physiotherapists, Occupational Therapists and Educational Psychologists.

What the school will do:

- ♦ Share your child's Support Plan with key workers
- ♦ Ensure key workers follow and contribute to the development of the Support Plan
- ♦ Record your child's progress and keep you up to date



How Can I Support My Child?

- ♦ Meet with school staff to discuss the plan
- ♦ Be positive. Celebrate the progress your child makes
- ♦ Support your child with any home based tasks and activities
- ♦ Keep regular contact with the school and discuss any worries or concerns you may have
- ♦ Share information that may be helpful
- ♦ Ensure that the pupil / parent contribution to the Support Plan is fulfilled

How is the Support Plan reviewed?

Reviewing the Support Plan may be done at Parents' Evening or at another time arranged with you. At the meeting the progress of your child will be discussed and next steps decided. The Support Plan will be reviewed and rewritten termly. Your child may be supported by a Plan for as long as it takes to make Year Group expected progress and it does not necessarily mean your child will have a plan for their school life.

What the school will do:

- ♦ Discuss with your child the progress made and any problems that have arisen
- ♦ Invite your child to the review meeting, where appropriate
- ♦ Talk about the review with your child and discuss what was decided

What you can do:

- ♦ Explain about the review before it takes place
- ♦ Support your child during the meeting, and help them to express their feelings



- ♦ If your child does not attend, ensure your child's feelings are shared