



Havannah Primary School

**Special Educational Needs
and Disability Policy
Spring Term 2024**

The coalition government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force on 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with an Education, Health and Care (EHC) Plan. For more information on this please see the Cheshire East Toolkit for SEND:

<http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

The Cheshire East Toolkit for Special Educational Needs and Disability is aimed at all educational providers and settings supporting Cheshire East children and young people aged 0-25 years. The toolkit outlines the provision and support that Cheshire East Council expects to be in place in all educational settings which support Cheshire East children and young people with SEND and forms an important part of the Cheshire East Local Offer for SEND. The Cheshire East Toolkit for SEND therefore has a specific purpose in providing practical advice for educational settings on identifying and supporting children and young people with SEND. It cannot and should not aim to replace or replicate the Local Offer for SEND. Instead, it forms a key part of the Local Offer. The Cheshire East Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cheshire East that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Mission statement

Inspiring Potential, Achieving Success

- At Havannah Primary School, we will provide a caring environment and will strive to meet the needs of every child and their family in order that the children in our care can develop into happy, confident and purposeful members of society.
- Our staff will provide excellent leadership and consistently follow and demonstrate our agreed policies and values. They will be enabled to develop their skills and contribute to the development of the whole school.
- We will welcome and encourage parents to work in partnership with us and to consult with them and respond to their requests.
- The Governors will work as part of the team together with staff and parents. They will support, guide and advise on effective whole school policies to ensure the highest quality of education in a safe environment.
- Our school will work closely with the local schools' Community Educational Partnership (CECP) in order to enable children to achieve continuity in the education process.
- The school will be active within the community and will encourage children to be responsible and proud citizens.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services, our pre-school and other early years settings prior to the child's entry into Reception class.
- **Monitor 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.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.**
This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Family Support Service, Health and Well-Being Service, Play Therapy Service, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Parent Partnership and Occupational Therapy.
- **Create a school environment where pupils can contribute to their own learning.**
This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

2. Responsibility for the coordination of SEND provision

The person responsible for overseeing and co-ordinating the provision for children with SEND is Mrs Slater-Baynes, who is the SENDCo. She is supported in her role by Mrs Williams (Headteacher).

3. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND records for individual pupils.

All staff can access:

- The Havannah Primary School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Cheshire East's SEND Local Offer
- Information available through the Cheshire East Toolkit for SEND

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

5. Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs and disabilities. We will seek specialist SEND provision and training from SEND services where necessary.

6. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. For those with the most complex needs, additional Element 3 funding (Top Up funding) is retained by the local Authority and is accessed through a Needs Assessment for an Education, Health and Care plan which is undertaken to determine the complexities of the child's needs and what support they require to ensure their continued progress and success in education. This process takes 20 weeks in accordance with the new Code of Practice (September 2014), and starts once the Needs Assessment is requested by either the school SENDCo or the parent. Applications via a Needs Assessment for an Education, Health and Care plan need to be made to the Local Authority panel who will determine whether the level and complexity of need meets the threshold for this funding. If this is agreed, an Educational Health and Care plan is written with the parent and child which is an outcomes driven legal document designed to ensure appropriate support is provided for the child from Education, Health and Social Care, depending on the needs of the child. It would then be the responsibility of the SENDCo, senior leadership team and governors to ensure the resources are used appropriately to meet the needs of the child.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being monitored due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents evenings.

SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if

this is felt to be appropriate, following discussion and agreement from parents. This assessment of need is then recorded on a First Concerns Profile or SEN Support Plan.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This is also recorded on the First Concerns Profile or SEN Support Plan.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. This review process is recorded on a cohort Pupil Progress document and informs the SEND provision map. This map documents and provides a costed overview of all the interventions taking place term by term and structures the TA timetables which are amended and revised as required following the termly pupil progress meetings.

FIRST CONCERNS

Pupil Profiles are put together by the class teachers, overseen by the SENDCo and shared with parents for children identified as having specific barriers to learning. They document the child's strengths, areas of weakness and detail the specific Quality First Teaching strategies which enable them to be fully included in the classroom, as well as any intervention they may be involved in. Their progress is tracked and monitored closely to ensure that the intervention is effective and has a positive impact. This is called the Plan, Do and Review cycle - interventions are planned, carried out and then reviewed to assess their effectiveness.

SEN SCHOOL SUPPORT PLANS

Occasionally, during this continual Plan, Do and Review cycle, despite the interventions in place, a child may stop making the progress expected of them, either academically, emotionally, physically or socially. At this point, following a consultation with parents, it may be appropriate to seek further advice from more specialised outside agencies. These may include Educational Psychologists, Speech and Language Therapists, School Health or CAMHS etc. Advice will be given and implemented, and it's

effectiveness will be evaluated. If it is felt that a child has complex needs then we would compile a School Support Plan. This is a very thorough document which tracks in more depth the impact that the different advice and strategies is having on the child. This plan is followed and continually reviewed over 2 terms with the aim of increasing progression and effecting impact. The support detailed within the SEN Support Plan is provided from within the School's element 1 and 2 funding.

EDUCATION, HEALTH AND CARE PLANS (EHCP's)

If, after 2 terms of Plan, Do and Review, it is still felt by parents and school that the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required then a Needs Assessment can be applied for. This is usually done by the school but can be requested by the parent. This process takes 20 weeks in accordance with the new Code of Practice (September 2014), and starts once the Needs Assessment is requested by either the school or the parent. If a Needs Assessment is agreed by the Local Authority and takes place, an Educational Health and Care plan is written with the parent and child which is an outcomes driven legal document designed to ensure appropriate support is provided for the child from Education, Health and Social Care, depending on the needs of the child.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Child
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of professionals from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a Needs Assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the Cheshire East Local Offer for Children with SEN and Disabilities:

<http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-SEND-in-education/EHC-Assessments-Plans/ehc-assessments-and-plans.aspx>

or by speaking to the SEND Assessment and Monitoring Team on:
01625 378042

or by contacting the Cheshire East Information Advice & Support Service by:

Website: <https://livewellservices.cheshireeast.gov.uk/Services/1/Cheshire-East-Inform>

Email: ceias@cheshireeast.gov.uk

Phone: 0300 123 5166

<http://www.ceias.cheshireeast.gov.uk/home.aspx> - CEIAS offers free confidential support and information to children and young people with SEND, their parents and/or carers. Their aim is to

ensure that parents feel more informed and are able to be fully involved in decisions relating to special educational needs provision.

- a. Following a Needs Assessment, an EHC Plan will be provided by Cheshire East Local Authority if it is decided that the child's needs are not able to be met by the support provided for within the element 1 and 2 funds. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEN teaching are provided by the school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Some children with learning disabilities, ASC or mental health difficulties may react to situations by displaying behaviours which may be harmful to themselves and others and are at heightened risk of intervention to minimize the impact of their behaviour, on them and on other people. At Havannah Primary School, we use Positive Handling as an approach to be used for their protection and to keep children and others safe. We use positive behaviour support and other alternatives which can de-escalate challenging behaviour in the first instance. Havannah Primary School considers the duties of pupils and the additional vulnerability of SEND pupils when using reasonable force and make reasonable adjustments as necessary. Please refer to the school Positive Handling Policy.

10. Inclusion of pupils with SEND

The Head teacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. The school's SENCO, along with the

head teacher and other stakeholders undertake regular monitoring of pupil progress and of the effectiveness of provision.

SEND trackers are used to record attainment data at regular intervals, which inform the termly Pupil Progress meetings held between the Class teacher and the SENDCo, along with other more qualitative assessments of the individual children's progress. The outcomes of these meetings inform the SEND provision map which documents and provides a costed overview of all the interventions taking place term by term. From the provision map, the TA's time is mapped to facilitate the interventions and support programmes identified for that term.

The SENDCo completes a thorough annual review of the effectiveness and sufficiency of its arrangements and provision for children with SENDCo through a SEND specific SEF which feeds into the whole school SEF and SDP. The review is then shared with the SEN governor at an annual SEN governor review meeting.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or SENDCo, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and monitor the ongoing training needs of the staff through a staff SEN training log. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

15. Working in partnerships with parents

Havannah Primary School believes that a close working relationship with parents is vital in order to ensure:

a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision

- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Cheshire East Information and Advisory Service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies if appropriate regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor (Kate Jones) may be contacted at any time in relation to SEND matters.

16. Links with other agencies and voluntary organisations

Havannah Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Cheshire East Education Psychology Service (EP)
- Social Services (Headteacher also liaises)
- Speech and Language Service (Class teacher also liaises) (SALT)
- Sensory Inclusion Service (SIS)
- Cheshire East Autism Team (CEAT)
- Child and Adolescent Mental Health Service (CAMHS)
- Cheshire Play Therapy Worker
- Specialist Teacher (Dyslexia)
- Health and Well-Being Support Worker
- Occupational Therapist
- School Nurse

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Mrs Sophie Slater-Baynes (SENDCo)

Mrs Stefanie Williams (Headteacher)

Mrs Kate Jones (SEND Governor)

Signed _____ Chairman of Governors

Signed _____ Headteacher

Date May 2023