



# **Hollyfield Primary School**

## **SEND Policy**

**February 2022**

**Signed on behalf of Governors**

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**Date for review: January 2024**

### **Hollyfield Primary School:**

SENDCo – H. Cooper-Jones

Hollyfield School offers an inclusive, welcoming, learning environment in which the children can live and learn.

The school has accessible ramps, an accessible toilet, laundry and shower facilities.

*Some* staff have had training in Manual Handling with TEAM TEACH.

We have two playgrounds, which have outdoor play equipment for the children. Ramps have been built for wheel chair access. There is one large playing field. Access to the buildings is via the Infant or Junior Department (automatic door) where security arrangements are in operation.

### **Entitlement/Equal Opportunities:**

At Hollyfield Primary School we ensure that all children have full access to the curriculum at an appropriate level, thus ensuring progression and differentiation. Suitable resources and learning environments are available to enable the learning required.

The school values the contribution that every child makes to our school and welcomes diversity of culture, religion and intellectual style.

### **Aims and Objectives:**

At Hollyfield Primary School, we believe that every child should be given the opportunity and encouragement to reach their full potential. Some children with educational, physical or emotional needs that may require extra help to achieve this. We feel that by early identification and providing the appropriate help, we are able to give these children the chance to achieve their potential. It is our view that parental support is a vital ingredient in achieving this objective.

### **Policy Statement:**

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- A) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority
- C) are under compulsory school age and 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 is different from the language in which they will be taught.'

The Equality Act (2020) defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

**Inclusion:**

An important part of the government's agenda is Inclusion and it is committed to ensure that all pupils are integrated as far as is possible into mainstream and the daily life of a school and the local community.

At Hollyfield Primary School we have taken note of the legislation requiring all schools to become inclusive environments. Our aim is to provide inclusive values, shared between all staff, pupils, governors, parents/carers and outside professionals so that we commit ourselves to supporting and providing a secure stimulating education to pupils with a range of specific and identifiable needs:

- learning difficulties
- a physical disability
- hearing impairment
- visual impairment
- speech and language difficulties
- *significant emotional needs*

The ways that our school has achieved this is:

- Further intervention as required
- updated and regular plan/reviews
- a plan as a working document
- One Page Profiles
- Personal Care Plans
- assessment and tracking of all pupils
- Language and Literacy Tool Kits (PSS)
- School charter
- Learning mentor
- Pastoral team
- All staff have had training on Safeguarding and Child Protection
- Allergy/Asthma awareness
- Epilepsy Awareness
- One TA ASD lead practitioner
- Pastoral Manager/ Mental Health First Aider
- Regular meetings with outside agencies
- Links with our Learning Trust for Excellence Schools
- Links with Extended School services regarding parental support
- Some of our Special Schools have and do provide out-reach support
- Support from COBS (City of Birmingham Schools)- Behaviour
- Support from EPS (Educational Psychology Service)
- Support from PSS (Pupil and School Support)
- Support from CAT (Communication Autism Team)
- Support from School Nurse and Health
- Support from Forward Thinking Birmingham (previously CAMHS)

- More able children are identified. A member of staff is responsible for the coordinating of this.
- School council
- implementation of Little Wandle Letters and Sounds revised
- Please refer to the School Offer on our website for further support and guidance.

Our school now has the following in place for the P.D. (Physically Disabled)

- Wheel chair access
- Accessible toilet
- Shower and washing facilities
- KS2 doors are automatic at the front entrance
- Ramps to all buildings

### **Summary Statement:**

Using the Code of Practice as guidance is a matter for our school as a whole to take into account provision for pupils with SEND. Children whose special needs are identified either by our teacher assessment process, standardised testing or SEND Tool Kit criteria, will have their needs met by targeted intervention identified through the Assess/plan/Do/review process. This may lead to EHCP Provision.

All children with SEND will have access to a broad and balanced education encompassing the National Curriculum.

Our SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has SEND and how those needs are made known to all those likely to teach them. The school will endeavour to ensure that all teachers/TAs in school are able to identify and provide those pupils who have SEND and join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

Our school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with SEND and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

### **Partnerships with Parents:**

#### **The SEND Code of Practice Jan 15:**

#### **Involving parents and pupils in planning and reviewing the progress.**

- Schools **must** provide an annual report
- Regular contact with parents setting outcomes, reviewing progress
- These discussions should be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher, supported by the SENDCo.

- A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the pupil's parents.

Our school realises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's need and the best ways of supporting them. At our school we always endeavour to have positive attitudes towards the parents. We also realise that parents may be under considerable stress because of their child's needs. We never assume that parent's/carers can/cannot support or understand their child's learning. Parents are invited to all review and planning meetings via a written letter.

Link to LA local offer: <https://www.localofferbirmingham.co.uk>

Link to SEN Information Report: <http://www.hollyfield.bham.sch.uk/>

### **Pupil Participation:**

At Hollyfield Primary School pupils from KS1 and 2 are always invited to plan/ review meetings. The pupils discuss and review their targets. All pupils complete a review sheet. *'The views of the pupil should be included in these discussions.'* (SEND Code of Practice Jan 15) At this time pupils are asked about what is working well for them and also what isn't working well and any concerns are addressed. We are aware that some children from both key stages are not comfortable speaking in front of their parents and teachers; therefore, we have made the decision to give the child choice before a review meeting.

### **Transition:**

Children who are going through the transition process participate and contribute to their annual reviews in Year 5. Some children have additional support with transition when moving from one year to the next or when moving to secondary school.

### **Identification, Assessment and Provision:**

Provision for children with SEND is a matter for the school as a whole. In addition, the governing body, the school's head teacher, the SENDCO and all other members of staff have important day-to-day responsibilities.

All teachers are teachers of children with SEND. Teaching such children is therefore a whole school responsibility.

In our school there is a continuous cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests of children. Most children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have SEND.

### **A Graduated Approach to SEN Support**

'Where a pupil is identified as having SEN, the school takes action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle 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.' (6.44, page 100)

The process by which our school identifies and manages children with SEN:

As the Code of Practice suggests pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching) (ref. pg. 99 Section 6.37 onwards). Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

**Provision:**

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child has an identified SEND (single category of support SEN SUPPORT), this information may be transferred in discussion and the handing over of relevant documentation to the school SENDCo and the child's class teacher will use this information to

- Provide a starting point for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment process to identify any learning difficulties
- Ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual, the teacher will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

**Monitoring children's progress:**

Teachers/Teaching Assistants who decide that a child is not progressing satisfactorily will refer to the SENDCo

After discussions we may reach the conclusion that the pupil requires help over and above that which is normally available within the particular class.

When a child is identified as having SEND the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual *scaffolded or adjusted curriculum*. Staff will use the Assess/Plan/Do/Review process as well the **Language and Literacy Tool Kit** to support this identification, leading to a plan being drawn up that will be reviewed regularly.

The triggers for intervention on an initial basis could be the teacher's or others concern underpinned by evidence, about how despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified learning area of weakness
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas

- Presents persistent emotional difficulties
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of differentiated curriculum

**Nature of Intervention:**

SENDCo and the child's class teacher will decide on the action needed to help the child to progress in the light of the earlier assessment. This may include

- Different learning materials or specialist equipment
- Some group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided. Staff members are kept up to date with teaching methods and strategies which will aid the progress of all pupils including those with SEN.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCO regularly attend the LAs SENDCO network meetings in order to keep up to date with local and national updates in SEND. The SENDCO attends relevant SEN courses, SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.
- The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

**Links with other schools**

The school works in partnership with other schools. This enables the schools to share advice, training and development activities and expertise.

### **Plans and Reviews:**

In order to help a child progress a plan is used to record targets. The plan will include information about:

- The short-term targets set for the child
- The teaching strategies to be used – recorded on class provision plan
- The provision to be put in place - recorded on class provision plan
- A planned review date
- Outcomes (when the plan is reviewed)

A plan will show a profile of the child's strengths and areas for development, with teachers focussing on specific areas that match the child's needs in discussion with parents at review/parents meeting.

(A plan will only record that which is additional to, or different from, the scaffolded/adjusted curriculum and teachers will focus upon two, three or four of the targets that match the child's needs and have been discussed with the child's parents. **The plan is a working document and should be readily available.** The plan will be reviewed at least twice a year and parent's views on their child's progress will be sought. The child will also participate in the review meeting. **(See section pupil participation)**

The review will evaluate the success of provision in order to make consistent continuous progress in relation to SEN provision. These discussions will be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment.

This will usually be the class teacher. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. (Ref: SEND COP 2015 pg. 104, para 6.67)

A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. Pupil, parent and teacher views will contribute to this record and a copy of the new plan will be given to the pupil's parents.

### **Children requiring Additional Support Plans:**

A request for support from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents, at a review of the child's plan. At this stage external support services will usually see the child so that they can advise teachers on new plans with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurements of a pupil's progress, give advice on the use of specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for additional support will be, that despite receiving individualised support from the Class Teacher/TA in the Assess/Plan/Do/Review process for at least a half term;

- Continues to make little or no progress in specific areas over a long period
- Continues working substantially below Age Related Expectations
- Continues to have difficulty in developing literacy and numeric skills
- Has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individual behaviour management programme



- Has sensory or physical needs, and requires additional specialist equipment or regular advice by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

When we seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment. The resulting plan for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of any interventions continues to be the responsibility of the class teacher.

Although in the first instance it is our intention that we provide short-term appropriate support to enable our pupils to succeed, at times pupils may require longer term support. This will do through consultation with the SENDCo, class teacher, parents and where appropriate the pupil.

### **School request for and Educational Health Care Plan (EHCP) assessment:**

Where a request for and EHCP Plan is made by the school to an LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's SEND and any action taken to deal with those needs, including any resources or special arrangements put in place. As a school we will provide this evidence through individual and additional support plans and reviews. This information may include:

- The Learning plan
- records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum progress and attainments in literacy and numeracy
- School assessments
- Educational and assessments from specialist support and the advisory services
- Views of the child's parents/carers
- Involvement of other professionals such as health, social services or education welfare service

### **EHCP assessment:**

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

**An EHCP for special educational needs will include:**

- The pupils name, address and date of birth
- Details of all the pupil's strengths and needs
- Short- and long-term outcomes
- Identify the special educational provision necessary to meet the pupil's special educational needs
- Identify the type and name of the school where the provision is to be made

All children with EHCP's will have short-term targets set for them that have been established after consultation with parents, teachers, outside support agencies and discussed with the child. These targets will have been identified within the EHCP. The targets are set out in a plan and are implemented, at least in part and as far as possible in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teacher.

**Annual review of an EHCP:**

EHCP plans must be reviewed at least annually with the parents invited, the pupil, the LA (if required), the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP Plan. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved.

**Year 5 review:**

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents.

**Year 6 final annual review:**

During late spring discussions take place with our Secondary School colleagues. We have very close links with our secondary colleagues. The SENDCo of the receiving school will be invited to attend the final annual review in Primary School of pupils with EHCPs, to allow the receiving school to plan appropriate interventions to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur. SEND records are sent to the receiving school.

**Transfer to other schools:**

Children who transfer to other Primary Schools will be sent the child's SEND records.

### **Person Centred Reviews:**

#### **The purpose of a person-centred review meeting is to:**

- Review the information that everyone has about what they like and admire about the person; what is important to the person (now and the future); and what help and support the person needs.
- Identify what else we need to learn to develop this information into a person-centred transition plan and agree actions for this
- Identify what is working and not working from different perspectives (the young persons, the schools, the families, and others)
- Agree actions that will continue what is working and change what is not working

#### **The aim of a person-centred review is to:**

Identify and discuss what people like and admire about the person; what is important to the person (now and for the future); and what help and support the person needs.

Identify and discuss what is working and not working from different perspectives (the persons, the staff/schools, the families, and others)

Agree actions that will:

Support the person to get what is important to them now and for the future

Continue what is working and change what is not working

Build on the person-centred information and build into a person-centred plan

### **Monitoring:**

Our school regularly and carefully monitors and evaluates the quality of provision we offer all pupils through regular audits, sampling of parent views, pupils views and staff views. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

The pupils learning plan is used in class as a working document and informs planning. Staff record plan/review achievements. Teaching Assistants record the work of their target groups and report regularly to the class teacher and SENDCo. Plan documents are reviewed and assessed at least twice a year. Pupil Progress meetings are also held three times a year with staff and LST where any targets are discussed and reviewed three times a year.

- The school 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 be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- The arrangements in place in our school to support pupils at school with medical conditions: See Policy

**Rewards:**

Children are rewarded for their effort and achievement with reward stickers, house points and privilege cards.

**More Able children:**

At Hollyfield School we feel that all children should be given every opportunity and encouragement to reach their full potential. Early identification and providing the appropriate help will give these children a chance to achieve their potential.

**Complaints:**

Any parents who feels that the SEND provision is not appropriate for their child's needs should always discuss their concern at first with their child's class teacher and the SENDCo. If this does not provide satisfactory solution then a joint discussion should be held with the parents, head teacher, class teachers and SENDCo. If parents' concerns are not resolved the matter will then be referred to the governing body for discussion at their next meeting.

**Abbreviations used in this document:**

SENDCo	Special Educational Needs and disability Co-ordinator
SEN	Special Educational Needs
SENAR	Special Educational Needs Assessment Review Service
DHT	Deputy Head Teacher
BECO	Behaviour Co-ordinator
LP	Learning Plan
BP	Behaviour Plan
LA	Local Authority
PSS	Pupil School Support
SSS	Specialist School Support
COBS	City of Birmingham School (previously Behaviour Support Services)
EPS	Educational Psychological Service
PD	Physically Disabled
EHCP	Educational Health Care Plan

At Hollyfield Primary School, Staff and Governors are committed to the safety and welfare of all pupils and will ensure that, through the robust implementation of all safeguarding policies, that all pupils are protected from any potential exposure to extremism and radicalisation.