Haywood Grove School
Proud to be Special - Proud to be Different

HAYWOOD GROVE SCHOOL

SPECIAL EDUCATION NEEDS (SEN) POLICY STATEMENT OF INTENT

APPROVED BY:

DATE:

DATE OF NEXT REVIEW:

Special Educational Needs Policy – Statement of Intent

CONTEXT

Haywood Grove School is a specialist provision for primary aged children with social, emotional and mental health difficulties (SEMH). All of our children have an Educational, Healthcare Plan (or Statements until 2018) identifying their main presenting needs as social, emotional and mental health. The specialist provision available as standard within our setting caters well for our children's' SEMH needs. However, some of our children present with much more complex SEMH needs, and therefore require a bespoke curriculum and timetable to meet their needs. In addition to SEMH needs, some of our children also present with other special educational needs. At Haywood Grove, we believe it is important to identify the full range of needs for each individual. A child is defined as having Special Educational Needs if he or she has a learning difficulty which calls for special educational provision, namely provision different from or additional to that normally available to children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age and within the same area.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- **Social, Emotional and Mental Health Difficulties** – children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

- **Communication and interaction** – these children have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autism Spectrum Disorders (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact upon how they relate to others.
- **Cognition and Learning** – children with learning difficulties learn at a slower pace that their peers, even with appropriate differentiation. Learning difficulties can cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD) or specific learning difficulties (SpLD) which affect one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.
- **Sensory and or Physical Needs** – some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

The purpose of identification of special educational needs (in addition to SEMH) is to establish what action must be taken by the school to support all SEN needs for all of our children, not to fit children into specific categories.

RATIONALE

Haywood Grove School is committed to ensuring that the necessary provision is made for all children in our school community. Our school is passionate about inclusive education for all and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all children in our primary specialist provision. This includes the necessary provision to support the social, emotional and mental health needs of our children, along-side any other SEN needs such as a learning difficulty, disability, disadvantage or other area of special educational need.

The Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Haywood Grove School believes that all children with a Special Educational Need (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. Haywood Grove School strives to deliver an appropriate curriculum to:

- provide suitable learning challenges
- meet the children's diverse learning needs
- remove the barriers to assessment and learning
- promote the development of self-esteem and independence so that children can become life-long learners.

OBJECTIVES

Provision for children with SEN is a whole school matter. In line with the Code of Practice Haywood Grove will:

- Identify any further areas of SEN (other than SEMH) for the pupils we support, seeking further support from external professionals as needed.
- Use our best endeavours to ensure that every child with SEN gets the support they need.
- Ensure that all children with SEN are offered access to a broad, balanced and appropriate curriculum designed to engage them and meet their needs and one which sets high expectations for every child, whatever their prior attainment and prior school experiences.
- Provide for the individual needs of all children, maximising their achievements.
- Ensure that the specific needs of all children are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the children and their families into account, and involve them as fully as possible in decision making about their education.
- Work in partnership with parents/carers to enable them to make active, empowered and informed contributions to their child's education.
- Designate a teacher responsible for the coordinating of SEN provision i.e. SENCO in consultation with the senior leadership team.

A GRADUATED APPROACH TO SEN SUPPORT

The senior leadership team, along-side the class team, assess, monitor and record children's learning, social and emotional progress, development and well-being closely through the use of a range of in-house systems including the 'tracker', teacher academic assessments and the electronic information sharing system (CPOMS). These assessments, monitoring and recording enable the senior leadership team and class teams to quickly implement strategies as needed when an issue has been identified, such as a lack of engagement with academic learning or a change in a child's behaviour. Strategies are then devised by class teams, senior leaders and the Parent Engagement Officer, with input from in-house therapists, external professionals, parent/carer and child where appropriate.

Academic progress that is steady and constant is ensured through a process of:

- On-going and summative teacher assessment, including termly assessment weeks
- The provision of individual focused targets, set and worked on for a period of three weeks
- Regular pupil progress meetings between the class teacher and SENCo to monitor progress and identify those children who are making less than expected progress, given their age and individual circumstances. (This includes those children who need to be challenged further to maximise their progress). The class teacher and SENCo consider all of the information gathered from within the school, along-side the views of the parents/carers and child and determine appropriate adaptations, resources and/or interventions and strategies to implement to overcome these learning barriers.

Social and emotional progress that is steady and constant is ensured through a process of:

- On-going and summative teacher assessment, tracking and monitoring through the use of the school's bespoke tracker tool
- Regular pupil progress meetings between the class teacher and Senior Leaders identify those children who are making less than expected progress with their social and emotional learning, The class teacher and Senior Leaders consider all of the information gathered from

within the school, along-side the views of the parents/carers and child and determine appropriate adaptations, resources and/or interventions and strategies to implement to overcome these social and emotional barriers to learning.

Where children have a higher level of need, and with parental permission, the school may seek advice from externals agencies. These include;

- CAMHS (Child and Adult Mental Health Services)
- PALMS (Positive Behaviour, Autism, Learning disability and Mental health Service)
- Educational Psychologist (EP)
- Speech and Language Therapy (SALT)
- Communication and Autism Team (CAT)
- Occupational Therapy (OT)
- Childrens' Services
- School Nurse

The school at all times seeks to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. As mentioned above, a strategy plan may be implemented. This plan is intended to be a working document which is regularly updated as more is understood about the child's specific needs, including their response to interventions. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

SEN PROVISION

SEN support can take many forms. This could include:

- A bespoke learning programme with individual support and/or amended hours
- evidence based interventions
- extra help from a teacher or teaching assistant
- making or changing materials, resources or equipment
- working with a child in a very small group as opposed to within their class group
- maintaining specialist equipment
- observing a child in class or at break and keeping records to determine what support could be required
- providing additional help for a child in order that they can take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with any specific sensory, physical, social or emotional needs through internal or external intervention
- accessing mainstream integration experiences

IMPLEMENTATION OF THE POLICY

The overall aim of this policy is to improve the outcomes of all children with SEN in all areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEN provision an integral part of each School Improvement Plan.
- Enabling all children to reach their full potential.
- Enabling successful transition of al children from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative/personalised curricula to meet the needs of all individual children.
- Arranging specialised provision to meet the needs of individuals or groups with low-level attainment.
- Enabling all children to join in with all school activities, as far as is reasonably practical and appropriate in terms of risk assessment.
- The quality of teaching children with SEN (all children at Haywood Grove) and the progress made by these children is a core part of the school's performance appraisal arrangements.
- Professional development of teaching and support staff in all relevant areas of SEN is key to the quality of teaching and learning of all our children.
- Regular monitoring of the progress and development of all children
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Ensuring that appropriate staffing and funding is in place for all children according to their individual needs.
- Ensuring that all governors, particularly those assigned a responsibility in relation to SEN, are up-to-date and knowledgeable about the school's provision and inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

MONITORING AND EVALUATION OF SEN PROVISION

The head teacher and the senior leadership team regularly monitor and evaluate the quality of provision for all children. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for all children is measured through:

- analysis of pupil tracking data and test results at a senior leadership and class level via pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

KEY ROLES, RESPONSIBILITIES AND PROFESSIONAL DEVELOPMENT

Class Teachers are responsible for:

- the progress and development of all children in their class, ensuring their plans are implemented in the classroom,
- maintaining regular liaison with parents/carers and the SENCO (Assistant Head),
- making effective deployment of additional adults,
- identifying on class planning the provision they are making for all children,
- liaising with the SENCo (Assistant Head) and other senior leaders in the writing and reviewing of targets for all children

in addition to any other tasks set out within their job description.

Teaching Assistants/Learning Mentors/Senior Learning Mentors are responsible for:

- ensuring that day to day provision is in place for the children they support,
- implementing agreed strategies and programmes, and advice from specialists,
- record keeping,
- resources, maintaining specialist equipment,
- maintaining regular communication with the class teacher and SENCo (Assistant Head) and other members of the senior leadership team

in addition to any other tasks set out within their job description.

The **SENCO (Assistant Head)**, in consultation with the Head Teacher, has day to day responsibility for:

- the operation of the SEND policy and coordination/monitoring of specific provision made to support individual children, including regular consultation with parents/carers.
- oversees the co-ordination and review of all EHC plans, including target setting and provision mapping.

The SENCO is Assistant Head for Personalised Provision and is a member of the Senior Leadership Team and the designated teacher for Children Looked After. The SENCO (Assistant Head for Personalised Provision is Alex Chaplin (alex.chaplin@haywood.herts.sch.uk).

The **Governors** at Haywood Grove School responsible for monitoring the SEN policy implementation and liaising between the SENCO (Assistant Head for Personalised Provision) are **Julie Lannon** and **Angela Dunne**. They are link governors for Inclusion, Equality ad Diversity.

The **Designated Senior Lead for Child Protection** is Catherine Smith, Head Teacher at Haywood Grove School. The school has two Deputy Senior Leads: Rebecca Kempson (Deputy Head) and Kelly Lannon (Parent Engagement Officer). Much of the operational aspects of safeguarding fall within the Parent Engagement Officer's role.

The **Parent Engagement Officer** at Haywood Grove can provide support to parents and carers. This may include:

- informing them of available courses,
- engaging them in school life e.g. through The Haywood Grove Friends,
- visiting prospective secondary schools,
- EHM assessment and coordination,
- signposting families to additional support.

Our Parent Engagement Officer is Kelly Lannon (kelly.lannon@haywood.herts.sch.uk)

The Senior Leadership Team will take active steps to ensure that its workforce is both aware of and adhere to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

Training needs are identified in response to the needs of current children.

School staff have specific training and expertise in:

- speech and language,
- literacy and numeracy interventions
- supporting children with attachment difficulties,
- supporting children with Autism,
- supporting children with specific learning difficulties

The SENCO (Assistant Head for Personalised Provision) attends relevant meetings to share good practice with colleagues.

This policy will be reviewed annually by the Senior Leadership Team and the Governing Body in accordance with the school's review cycle.

COMMENTS/COMPLAINTS

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Haywood Grove to speak to us as soon as possible. In the first instance, please speak to the SENCO (Assistant Head for Personalised Provision). If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved parents may wish to use the Hertfordshire Information, Advice and Support Service for Special Educational Needs and Disability (SENDIASS) (formerly Parent Partnership) or engage with the School complaints procedures, details of which can be found on the school website or the school office.

HOW THE POLICY WAS PUT TOGETHER

This policy was created in consultation with stakeholders, including relevant Governors, staff, representative parents/carers and children. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014). The policy is on the school website and comments from the wider school community were welcomed.

ACCESS TO THIS POLICY

You can obtain a copy of our policy in a number of ways:

- The school website
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

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 related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- School SEN Information Report
- The National Curriculum in England Key Stage 1/2 framework document Sep 2013
- Safeguarding and Child Protection Policies
- Accessibility Plan
- Teachers Standards 2012