

# Special Educational Needs and Disability Policy

## Horwich Parish CE Primary School



Approved by: FGB

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**SEND Subject Leader:** Mrs Anne Washington    **SEND Governor:** Jane Welling

Our vision is to be a school where everyone can achieve and

“let their light shine

both individually and collectively as a community.

Learning to love each other as Jesus has loved us, respecting each other and

growing into the people God has called us to be.”

### **Aims of Horwich Parish C E Primary School**

#### **The school will:**

1. Take on board the views, wishes and feelings of the child or young person and their parents.
2. Recognise the importance of the child or young person and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions.
3. Recognise the need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
4. Facilitate the collaboration between education, health and social care services to provide support to help children, young people and their families at our school and beyond.
5. Provide high quality provision to meet the needs of children and young people with SEND with high quality teaching which is differentiated and personalised.

#### **Objectives**

To identify and provide for children who have educational needs and others.

To work within the guidelines set out by the New Code of Practice 2014.

To develop and maintain positive partnerships with parents.

To ensure access to the National Curriculum for all children.

#### **Identifying and supporting children with Special Education Needs and Disabilities:**

The code of practice for 2014 identifies four categories of need: Communication and Interaction Cognition and Learning Social, Mental and Emotional Health Sensory and /or Physical.

The staff at Horwich Parish CE primary School who work with children and young people with SEND are aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.

- Some children may be vulnerable because they:
  - have additional communication needs
  - they do not understand that what is happening to them is abuse

- need intimate care or are isolated from others
- are dependent on adults for care.

The school takes action to support these groups of children in a variety of ways which may include:

- Individual and small group work to address misconceptions to support learning in academic subjects.
- Nurture support using a range of resources from a range of sources.
- The use of outside agencies where required.
- Following online programmes which are specific to individual needs.

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Students with special educational needs and disabilities (SEND) can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of students. We will ensure that:

- we do not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's disability without further exploration.
- we consider that students with SEN and disabilities may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers do not prevent us from gaining the students views and we will be creative in overcoming any potential difficulties.
- We refer to guidance on [Reducing the need for Restraint](#) and restrictive intervention in regards to supporting students with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention.

### **A Graduated Response to SEN Provision**

The teachers at Horwich Parish are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or outside agency support. High quality first teaching which is differentiated for individual pupils is the first step in responding to pupils who have or may have additional needs.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. The class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support. Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the child. Once a potential special educational need is identified, four types of action should be taken to put effective support in place – Assess, Plan, Do Review – this is the graduated approach called SEN Support. Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, our school should consider involving outside agencies.

### **Tracking of interventions**

At the start of each intervention a baseline assessment is completed to ascertain a child's current understanding. At the end of the intervention an assessment is completed to demonstrate a child's progress and whether the intervention has been effective.

### **Structured Conversations and Achieving Success Forms**

In the autumn, spring and summer term parents meet with the class teacher to review the child's progress and the type of task covered in the intervention. During the 'structured conversations' the views of the parents are taken into consideration. To ensure parents are aware of targets in each intervention they are provided with an 'Achieving Success' form which outline support and is reviewed at the end of the intervention. Parents are able to review and comment on the targets set at meetings and make their own contributions.

### **Educational Health Care Plans**

The majority of children and young people with SEND will have their needs met within our school, however if it is felt that additional support is required to meet the child's needs the school will request the assessment by the local authority for an Educational Health Care Plan. The local authority will determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent or young person. The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks

### **Data protection**

The school will ensure it takes seriously its responsibilities under the Data Protection Act 1998. It is registered with the Information Commissioner's Office to hold data, including data on pupils, parents and children held on the school's management information system. We ensure that in practice parents are only provided with access to data on their own children, and that members of staff use data strictly for work-based purposes.

### **Equal opportunities/Multicultural Education**

All pupils have equal access to the curriculum and all staff follow the equal opportunities policy. As with all resources we ensure software is not gender or culturally biased.

Early Years Foundation Stage When children are integrated into the Reception class the SENCO is informed of any children that are not making progress or achieving National expectations. Appropriate intervention is put into place to support raising attainment and parents informed.

### **Safeguarding**

All staff are fully trained and provided with relevant safeguarding documentation linked to Bolton Safeguarding Children Partnership procedures and Working Together 2018.

The school induction process includes all staff being made fully aware of materials and procedures in relation to safeguarding procedures and required documentation.

### **Local Offer**

All schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN and this can be viewed at: [www.horwichparish.net](http://www.horwichparish.net)

### **How can parents and carers of children with SEN raise concerns about the support the school provides for them?**

We recognise the importance of home and school working together to support your child at Horwich Parish. The following procedures provide a clear stepped approach if you have concerns in regards to the support your child is receiving and as to whether these concerns are being addressed:

Step 1: Contact the class teacher to discuss your concerns.

Step 2: Arrange to meet the school SENCO.

Step 3: Meet with a member of the Senior Leadership Team to share your continued concerns

Step 4: Meet with the Head teacher due to increasing concerns that no action has been taken.

Step 5: Contact the Chairperson of the Governing body (contact details can be obtained from the school office).

Stages of SEN support	
1.First quality teaching	In class receiving class provision and differentiated provision
2.School support	Children who are working at least one year behind group are identified for additional support after assessment points within the year and discussed at Pupil progress meetings with the HT and SEND leader.
3.Applying for an Educational Health Care Plan	At least two terms support from an outside agency and £6,000 of the school budget spent on children before an application to the Local authority for an Educational Health Care Plan.

This policy should be read in conjunction with the following policies:

Inclusion Policy

Equal opportunities policy

Disability Equality scheme

**Flow chart for identifying Special Educational Needs:**

