

Hyde Park Infant and Junior Schools



SEND Policy

Contact details

Each school has its own Special Needs Co-ordinator.

The Special Needs Co-ordinator for the junior school is Mr Mark Dellow who can be contacted using the email office@hpjs.plymouth.sch.uk

The Special Needs Co-ordinator for the infant school is Mrs Denise Razey who can be contacted using the school email hyde.park.infants.school@plymouth.gov.uk and marking correspondence for her attention.

Legislative Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0-25 (September 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers standards 2012

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

Policy Statement

Both schools regard pupils with Special Educational Needs (SEND) as being those for whom their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The schools' policy is to fully include pupils with SEND into the academic and social life of the schools, to give them a broad and balanced curriculum and to enable each child to realise their intellectual, social, emotional and personal potential.

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Our Schools adopt a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

The schools believe that the child should have their educational needs met with their views being considered where, in 'the light of their age and understanding', they are able to make a

comment. The schools believe that good communication between home and school is key to effective support and that parents should be encouraged to fully participate in the education of their child, supporting learning opportunities, and through a range of formal and informal channels.

Parents are able to bring any concerns to the attention of the Head Teacher, the SENCO, the class teacher or the SEND governor. All staff are willing to talk to parents about issues and appointments can be made with the SENCO.

The school maintains partnerships with all appropriate external support agencies.

The governing body and the Head Teachers, are responsible for ensuring educational provision for children with SEND and have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2014) when carrying out their duties.

The success of SEND provision within the schools is judged by the progress made by individual pupils in their area of recognised need.

Admission Arrangements

Insofar as it is reasonably practical and compatible with the child receiving the necessary special educational provision, a child with SEND will be admitted and fully integrated with the other pupils of the school at all times. This must take into account the efficient education of other children and the use of resources.

Where a pupil transfers from another setting, each school will make use of any information received from that setting in ensuring a smooth transition, which takes into account any information regarding the pupil's level of need and previous provision, is made between settings

Identification, assessment and provision for all pupils with Special Educational Needs.

The 2014 Code of Practice identifies four areas of need:

- **Communication and Interaction**
Children and young people with speech, language and communication needs (SLCN) 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. The needs of these children may change over time.
- **Cognition and Learning**
Cognition and Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health Difficulties**
Children and young people 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.
- **Sensory and / or physical needs**
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many

children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support.

Other factors may impact upon progress and attainment in school but are not in themselves a special education need. However, pupils who fall into these categories will receive the same support and entitlement: -

- Disability – under current Disability Equality legislation we have a legal duty to make ‘reasonable adjustments’ for pupil with a disability but this alone does not constitute SEND
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour – concerns relating to a child or young person’s behaviour should be considered to be an underlying response to a need which requires identification and support.

Each school has its own documentation which supports class teachers in delivering high quality teaching and of tracking the provision made for and supporting children who are:

- showing signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- making little or no progress even when teaching approaches are targeted, particularly in a child’s identified areas of weakness
- presenting persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed
- having sensory or physical problems and continuing to make little or no progress despite the provision of specialist equipment
- having communication and/or interaction difficulties and continuing to make little or no progress despite the provision of a differentiated curriculum

Use of the Provision Map

Each school will detail the provision it offers to its pupils on a provision map. The provision map will be used to assist transition. The provision map will detail support groups for both SEND children and those underperforming or underachieving children who required extra input. Provision maps will give details of the duration and frequency of the intervention, as well as the number of children in the group and the staff who have responsibility for the group. The children in those groups will be listed on the provision map by name. Each support group on the provision map will be tracked for effectiveness by listing desired outcomes as objectives on the target tracking sheet, and each child’s performance will be monitored at the end of the intervention to chart progress.

Class teachers are responsible for the progress of children in their class. Each school uses its own procedure for a teacher being able to escalate a child to the attention of the SENCo once both high quality teaching and targeted interventions have been tried and the child is still not making the desired progress. However, both schools require a teacher to demonstrate what has happened so far to support progress and provide examples of work and / or assessments which highlight the area of concern.

Interventions will follow best practice guidance and:

- take place two or more times each week for between 6 and 12 weeks
- last for between 5 and 30 minutes each time
- be tracked for effectiveness through entry and exit data

Writing an IEP

When it has been agreed that a child is identified as having SEND and requires an IEP in order to detail provision and progress made:

- the Class Teacher will write the IEP, using the IEP proforma, with advice from the SENCO
- the Class Teacher will ensure that the targets on the IEP are SMART targets (ie **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, **T**ime bound)
- the Class Teacher will ensure that the action the school will take to help the child attain the targets is detailed in the IEP and matches with the provision listed in the Provision Map
- the Class Teacher will ensure that each IEP is reviewed at least three times a year (as set out in the school review cycle) and a new IEP put into place immediately to ensure continuity of provision
- the Class Teacher will ensure that the IEP review and new IEP is shared with parents and the child (if appropriate)
- The Class Teacher and the SENCO will begin a Single Page Pupil Profile to record the child's view

Education, Health and Care Plan (EHC Plan)

If, after working with outside agencies on an individual educational programme the child's progress is not satisfactory, the Head Teacher, SENCO and Class Teacher, in consultation with the parents, will consider if it is appropriate to pursue an EHC Plan.

If it is deemed to be appropriate, a Team around the Child meeting will be called asking for the attendance of all concerned parties. It will then be decided if it is necessary to apply for statutory assessment of the child, which is the route to obtain an EHC Plan.

Criteria for evaluating the effectiveness of the SEND Policy

- 1) Children with SEND make good or better progress in school.
- 2) All SEND children are being identified as early as possible.
- 3) The system is clearly understood by all.
- 4) There are good lines of communication between staff and agencies.
- 5) Parents are happy, well informed and involved.
- 6) Where used, the IEPs are appropriate to the social, intellectual, emotional and personal needs of the child.
- 7) Record keeping is manageable for class teachers, T.As and SENCOs, but accurate in reflecting progress made and in sufficient detail to reflect the needs of the child.
- 8) There is appropriate involvement of outside agencies
- 9) The appropriate amount of time is set aside for staff and SENCO and outside agencies to discuss and review.
- 10) There is good governor liaison.

Partnership with parents

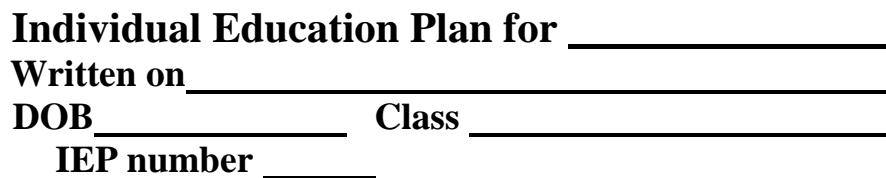
We recognise and believe that a positive relationship with parents of all SEND children is crucial to the child's educational well-being. Additionally, parents have access to:

- 1) The SEND Policy
- 2) The School's Prospectus
- 3) The School SEND Report
- 4) The home/school agreement
- 5) Information in the DFEE booklet 'Special Educational Needs – A Guide for Parents!'
- 6) Information such as access to 'Incredible Years' training and contact information for organisations such as The National Autistic Society.
- 7) Plymouth Information, Advice and Support for SEND (PIAS) booklets and contact numbers.

The duties of Governing Bodies

School governing bodies have important statutory duties towards pupils with special educational needs. They are to:

- Do their best to secure that the necessary provision is made for any pupil who has special educational needs.
- Secure that, where the 'responsible person' – the head teacher or the appropriate governor - has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.
- Secure that teachers in school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- Ensure that the pupil joins in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- To ask for regular reports on SEND matters from the SENCOs in governor's meetings.
- Have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2014) when carrying out their duties toward all pupils with special educational needs.



Area of concern:	Strengths and interests:
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Targets	Date to be reviewed	Review of targets

[illegible]

School summative review and next steps	
	Date
Parent/Guardian View	
Child's Name	Signed
.....	Date

Child’s View – what do I think I need help with?

Class Teacher_____SenCo _____



Hyde Park Infant School Initial Concern Form

Name	Date
Date of Birth	Year group/class
Address	Telephone number
Date first attended school:	Pre-school: Present school
Date admitted to present school(with year group)	
Name of Parent/Guardian	Name of Class Teacher
Concern initiated by	Date
<p>Description of concern:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Learning <input style="float: right;" type="checkbox"/></p> <p>Behaviour <input style="float: right;" type="checkbox"/></p> <p>Social/Emotional <input style="float: right;" type="checkbox"/></p> <p>Communication <input style="float: right;" type="checkbox"/></p> <p>Parent informed of concern Date</p> </div> <div style="width: 45%;"> <p>Physical/Sensory <input style="float: right;" type="checkbox"/></p> <p>Medical <input style="float: right;" type="checkbox"/></p> <p>More Able <input style="float: right;" type="checkbox"/></p> <p>Other (please specify) <input style="float: right;" type="checkbox"/></p> </div> </div>	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Poor scoring on FS Entry Baseline <input style="float: right;" type="checkbox"/></p> <p>Poor Scoring on Yr 1 Phonics screening Yr 2 SATS English <input style="float: right;" type="checkbox"/></p> <p>Maths <input style="float: right;" type="checkbox"/></p> <p>Science <input style="float: right;" type="checkbox"/></p> </div> <div style="width: 45%;"> <p>Action to be taken :</p> <p>Monitor internally</p> <p>Seek outside advice GP/School Nurse <input style="float: right;" type="checkbox"/></p> <p>Speech & Lang Therapist <input style="float: right;" type="checkbox"/></p> <p>Ed Psych <input style="float: right;" type="checkbox"/></p> <p>OT <input style="float: right;" type="checkbox"/></p> <p>Other (please specify) <input style="float: right;" type="checkbox"/></p> </div> </div>	
Initial concern form received by SENCO <input style="float: right;" type="checkbox"/>	Any additional information



Hyde Park Infant School Provision Map

YEAR GROUP:		ACADEMIC YEAR				
Provision	Autumn		Spring		Summer	
Quality First teaching Literacy Intervention		Gp.		Gp.		Gp.
Quality First teaching Mathematics Intervention						
SEN intervention Literacy Intervention						
SEN intervention Mathematics Intervention						
One-to-one mentoring						
In-class support						

Structured Language programme						
EAL Provision						
Co-ordination programme						
One-to-one counselling						
Small group work (EBD skills)						

Group

1.

2.

3.

4.

5.

HYDE PARK JUNIOR SCHOOL EXAMPLE PROVISION MAP

SURNAME	NAME	CLASS		Cognition and learning	Communication and Interaction	SEM	Sensory / Physical
				Phono awareE			Gross motor skills
				Reading			
				Spelling			
				Comp			
				Auditory Memory			
				Visual Memory			
				Basic maths			
				Fine Motor Skills			
				SLCN - Lang			
				Vocab and concepts			
				Comp			
				Social Skills			

HYDE PARK JUNIOR SCHOOL EXAMPLE PROVISION MAP

PROVISION	NUMBER OF CHILDREN	TIME COMMITTMENT	STAFFING	COST PER SESSION	OVERALL COST

Hyde Park Junior School SENCO Referral Form



Pupil Name			
Date of Birth		Year group/class	
Address		Telephone number	
Date admitted to present school(with year group)			
Name of Parent/Guardian			
Name of Class Teacher			
Referral initiated by		Date given to SENCO	
Description of concern:			
Learning / cognition	<input type="checkbox"/>	Medical	<input type="checkbox"/>
Communication / Interaction	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>
Social/Emotional/MH	<input type="checkbox"/>		
Sensory / Physical	<input type="checkbox"/>		
Strategies already tried		Resources already applied	
Assessments / evidence included		Results / comments on evidence	

DESCRIPTION OF SYSTEM TO REFER CHILDREN TO SENCO IN HYDE PARK JUNIOR SCHOOL

ASSESS

Children's gaps identified through assessment

PLAN

Plan teaching strategies to target gaps in class

DO

Identify and execute catch up work for child outside of core lessons - try to ensure they still access the broader curriculum: use assembly time; use early morning time; target writing during recording of a foundation subject; or allow children to join in the practical / discussion / research element of foundation and take them out of some of the lesson...

REVIEW

If no / limited progress is made then please fill in referral sheet. To fill in the sheet you will need to list the strategies used, the resources applied (including time and personnel) and arrange for the following to be carried out, depending on area of need:

ASSESSMENTS TO BE CARRIED OUT PRIOR TO DISCUSSION WITH SENCO				
DECODING	COMPREHENSION	COMPOSITION	HANDWRITING / SPELLING	MATHS
Phonic checklist (RWI)	Choose text based on average level for age – e.g. for year 3 a Ren Reading Text starting with a 3.5. Read story with / to child and then ask questions. Record session either on paper or first video then transcribe after. Record / copy text used, questions and answers given).	Photocopy of independent, legible work (transcribed where required).	Photocopy of independent normal and best work	Empty number line assessment
Miscue analysis (http://www.learnnc.org/lp/editions/readassess/2.0)		Sentence level assessment	Apples and Pears spelling assessment	Number facts assessment for year group number bonds, times tables, counting, mental calculation).
Star Reader test results				Numicon assessment
High Frequency Words checklist				

If there is no one in the year group able to carry out any of the required tests then direct them to me and I will model a session for them.

If a children's area of need is SEMH or physical then use the appropriate checklist to be found on the T drive in the SEND assessments file. If there is no appropriate checklist, please speak to the SENCO.

HYDE PARK JUNIOR SCHOOL SUPPORT MODEL

HIGH QUALITY TEACHING

- ☐ Offering pupils an inclusive and well differentiated experience in everyday lessons e.g. planned differentiation by class/subject teacher, occasional support from TAs. The majority of pupils should make good progress without further support.
- ☐ If this majority of pupils are not making progress, then the school will need to consider the appropriateness of their curriculum and access strategies used in class and make adaptations to ensure that pupils make expected progress.

TARGETED INTERVENTION

- ☐ Additional interventions which enable children and young people to work at age related expectations or above.
- ☐ Offering pupils short-term extra help to accelerate key points of learning.
- ☐ This will be small group, targeted and time limited, interventions.
- ☐ Entry and exit data are integral to the interventions enabling schools to evaluate impact. The schools interventions tracker must be used to support this.
- ☐ Pupils do not need IEPs to access it. Those pupils who do have IEPs may need less information on them as provision maps will provide many details previously written in IEPs.

SEND SUPPORT

- ☐ Offering intensive targeted support when either small group intervention fails to work or a child has previously been identified as having a need listed in the Code of Practice.
- This wave of support includes interventions listed on the school's provision offer.
- ☐ Individual support is linked to very precise personal targets and timescales.
- ☐ Pupils requiring this level of support will often also require additional advice from beyond the school.

THE HYDE PARK JUNIOR SCHOOL GRADUATED OFFER OF LEARNING				
	Cognition and Learning	Communication and Interaction	Behavioural, Social and Emotional	Sensory and Physical
HIGH QUALITY TEACHING	Differentiated curriculum Differentiated delivery Differentiated outcome e.g. cartoon strip instead of written prose Increased visual aids, modelling etc Visual timetables Concrete apparatus Word banks, VCOP / ISPACE etc Illustrated dictionaries Use of writing frames In class adult support Focused group work e.g. guided reading	Structured school and class routines Differentiated curriculum delivery Differentiated outputs Increased visual aids Visual time tables Clear sequenced instructions, simplified language In class adult support	Whole school/class rules Whole school policy for behaviour Class / school rewards Circle time / PSHE / SMSC Discussing behaviour choices and consequences with children	Flexible teaching arrangements Teacher awareness of S&P Impairment Adaptation of seating arrangements Availability of resources (e.g.pencil grips, writing slopes) Medical support / guidance as required
TARGETED INTERVENTION	Adaptation of planning to address identified need Arrange catch up groups outside main lessons based on assessment inc. phonological awareness programmes, precision teaching etc Numicon Close the Gap Apples and Pears spelling Individual reading with adult First Class for Number Teacher arranges SEN assessments	Individualised now / next sheet Talking Partners In class support with some focus on speech and language Speech and language group support Social skills training group Free time monitoring Language enrichment group	Upper stages of behaviour policy Discussion with DH Discussions with child to identify issues / triggers Decompression / front loading of emotional checking Friendship programme (see SENCO) Small group Circle Time	Adaptation of planning to address identified need Additional adult monitoring / support during required lessons Additional keyboard skills Additional handwriting practice Access to equipment e.g. writing slopes, pen grips

	Cognition and Learning	Communication and Interaction	Behavioural, Social and Emotional	Sensory and Physical
SEND SUPPORT	<p>Small group and 1-1 interventions based on detailed assessments e.g.:</p> <p>Discussion with Ed Psych during planning meeting</p> <p>Additional individual reading</p> <p>1:1 Dancing Bears for reading</p> <p>Numicon Close the gap</p> <p>Apples and Pears spelling</p>	<p>Discussion with CIT</p> <p>Speech and Language Support (SALT) followed up in school</p>	<p>Individualised behaviour plan</p> <p>Learning mentor</p> <p>Emotion recognition programme</p> <p>Anger management training</p> <p>Social skills training</p> <p>Friendship Group</p> <p>MAST referral</p>	<p>Multi-skills group</p> <p>Specialist equipment (school or Woodlands outreach)</p> <p>Individual support in class during PE</p> <p>Access to ICT</p> <p>Personalised Learning Programme based on Professional advice</p>

ASSESSMENTS USED TO MEASURE PROGRESS FROM INTERVENTION GROUPS		
COMMUNICATION AND INTERACTION	BEHAVIOUR, EMOTIONAL AND SOCIAL DEVELOPMENT	SENSORY AND/OR PHYSICAL
Renfrew language scales (Winslow)	The Boxall Profile (AWCEBD)	General Development
Teaching Talking (NFER Nelson)	B/G Steem - A self-esteem scale with locas of control items (Lucky Duck Publishing Ltd.)	The Keele Pre-School Assessment Guide (NFER Nelson)
British Picture Vocabulary Scale (NFER Nelson)	Emotional Literacy: Assessment and Intervention ICT Programme (Granada Learning)	The Portage Early Education Programme (NFER Nelson)
Living Language (NFER Nelson)		Schedule of Growing Skills ICT Programme (Granada Learning)
The Autistic Continuum (NFER Nelson)	Getting Started – Primary (Incentive Plus)	EYES (early Years Easy Screen) 4 – 5 yrs (NFER Nelson)
The AFASIC Language Checklists (LDA)	Getting Started in the Early Years (Incentive Plus)	Aston Index – 5 – 14 yrs (Better Books)
The Autistic Continuum: An Assessment and Intervention Schedule ICT Programme. (Granada Learning)		Play Ladders – Pre-School (Play Ladders Publications.
		Developmental Dyspraxia: Identification and Intervention. (Better Books)

COGNITION AND LEARNING		
LITERACY		MATHEMATICS
An Observational Survey of Early Literacy Achievement – 5 – 7 yrs (M.Clay, Heinmann)		Target Mathematics Test 4 + 5 – 8 – 13 yrs (Hodder & Stoughton)
MIST (The Middle Infant Screening Test) 5+ yrs (NFER Nelson)		Numicon Assessment
Dyslexia Screener ICT Programme (Granada Learning)		Basic Number Diagnostic Test – 5 – 9 yrs (Hodder & Stoughton)
READING	SPELLING	
The Effective Reading Test – 7 – 12 yrs (Macmillan Assessment)	Apples and Pears Assessment	Early Mathematics Diagnostic Kit – 4 – 8 yrs (NFER Nelson)
Graded Word Reading Test – 6 – 14 yrs (NFER Nelson)	Diagnostic Spelling Test – 7 – 11 yrs (NFER Nelson)	Staffordshire Mathematics Test 7 – 8 yrs (NFER Nelson)
New Reading Analysis – 6 – 13 yrs (NFER Nelson)	British Spelling test Series – 5 yrs – adult (NFER Nelson)	
Neale Analysis of Reading Ability – 6 – 13 yrs (NFER Nelson)		
Word Recognition and Phonic Skills – 5 – 9 (Hodder and Stoughton)		

SUMMATIVE TRACKING SHEET FOR INTERVENTIONS									
NAME OF CHILD									
AREA OF NEED									
ASSESSMENT USED ON ENTRY									
ENTRY SCORE OR COMMENT		EXIT SCORE OR COMMENT							
DATES PROGRAMME USED (Please sign and date)									
Comments on programme's success, including recommended next steps									
Signed and dated									

ROLE OF SENCO IN SCHOOL

- ☐ To liaise with teachers and make decision to refer to outside agencies
- ☐ To liaise with outside agencies and make arrangements for their recommendations to be carried out
- ☐ To provide resources and support staff in organising groups to address the needs of children
- ☐ To support staff in making assessments
- ☐ To initiate / organise Team around Me meetings and EHC Plans as required
- ☐ To observe and track the progress of SEND children
- ☐ To monitor provision made for SEND children
- ☐ To keep records of intervention tracking sheets

IEPs

- All children being catered for at either 'universal' or 'targeted support' levels do not require an IEP.
- Their provision at 'targeted support' level should be recorded in a provision map.
- TAs will keep records of groups which they run at both 'targeted support' and 'SEND' level. These can be referred to in parent consultations.
- ☐ Children receiving provision at SEND level will have their provision recorded by SENCO on a summary sheet which will include targets being worked towards.