



Halley
House School
LEARN ENJOY SUCCEED

Special Educational Needs Policy

This policy applies all pupils in the Halley House School,
including those in the EYFS

Signed:	
Chair of Trust Board:	Claire Delaney
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KEY CONTACTS

Role	Name	Contact details
Inclusion Manager	Mrs Soozii Lim	slim@halleyhouseschool.org.uk 020 7504 0548
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Named SEND Link Governor	Ms Helen Cooper	helen.cooper2013@gmail.com 020 7504 0548

Mrs Soozii Lim, Inclusion Manager and SENCo, is a member of the Senior Leadership Team (SLT). Soozii is undertaking the National Award for SEN co-ordination and is due to complete the course in 2018 through the Institute of Education.

The expectation at Halley House School is that every teacher is a teacher of every child or young person, including those with SEN.

School Setting

Halley House School is a co-educational primary school for pupils of the age of 4 to 11 years.

School beliefs

Halley House School believes that all pupils are entitled to high quality, well-planned and well-organised teaching, which will enable them to participate in a broad and balanced curriculum and to be part of the social life of the school.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN 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 Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The Equality Act (2010) sets out the legal obligations that schools and early years providers have towards disabled children. In line with this act, we are committed to not directly, or indirectly discriminate against, harass or victimise disabled children. We will make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with peers.

We are aware of the non-statutory documents Mental health and behaviour in schools (March 2015) and Counselling in schools: a blueprint for the future (March 2015) and are considering guidance found in these in order to support children who suffer from, or are at risk of developing mental health problems.

This policy was created by the school's Inclusion Manager in liaison with the SLT, all staff and parents of pupils with SEND in line with current reform to co-produce the policy.

Special Educational Provision

The Equality Act 2010 retains the previous definition of disability:

‘A physical or mental impairment which has substantial and long term adverse impact on a person’s ability to carry out normal everyday activities’.

This has some overlap with the definition of ‘special educational needs’ in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

At Halley House School, we endeavour to secure special educational provision for pupils for whom this is required, that is **‘additional to and different from’** that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

(New Code of Practice September 2014) (See Appendices for definitions)

At Halley House School, we believe that a pupil has special educational needs if:

- He or she has a learning difficulty or disability which calls for special educational provision to be made
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age

Halley House School recognises that high achieving children are recognised as having a ‘special educational need’ and provision will be made to meet these needs. (See Gifted and Talented Policy).

Aims and Objectives

At Halley House School, we aim:

- To identify and provide for pupils who have SEN and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils
- To create an environment that meets the special educational needs of each child to engage in activities alongside pupils who do not have SEN
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children’s special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Whole School Graduated Approach to SEN Support

Halley House School takes a whole school approach to the provision for pupils with SEN through assessing, planning, delivering, reviewing and recording of information, to ensure that all children achieve their potential.

1. Identification of Needs

At Halley House School, it is the role of the class teacher in the first instance, to identify any pupil who may have SEN.

'Slow progress and low attainment do not necessarily mean the child has SEN. The class teacher working with the SENCo should assess whether the child has SEN'.

SEN COD 0-25(2014).

Before identifying a child as needing SEN support the class teacher with the SENCo support will establish a clear analysis of the pupils needs.

2. Analysis of Needs

Ongoing processes of **formative and summative assessment** is an integral part of the teaching and learning process at Halley House School providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, identifies successes and gaps in learning and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs. Where current rates of progress for individual pupils are inadequate (see appendices for definition), arrangements for appropriate screening and support will be made through the school's graduated approach to SEN.

Raising a Concern - Procedure

- **Assess:** The class or subject teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs
- **Plan:** In consultation with the parent and pupil, agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a review date.
- **Do:** The class or subject teacher remains responsible for working with the pupil. The SENCo will support the main class/subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the implementation of support
- **Review:**
 - The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed every term as part of pupil progress and annually as part of the annual review cycle for children with an EHCP.
 - The impact and quality of the support and interventions is evaluated by all staff and those from multi-agencies involved with the child and family through pupil progress meetings, along with the views of the pupil and their parents.
 - The support is revised in light of the pupil's progress and development in consultation with the pupil and parents.

The above process will assist the SENCo in determining whether a child should be entered on the SEN Register

Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to a pupil's behaviour will be described as an underlying response to a need which we will be able to recognise and identify clearly. (See Bullying Policy).

Storage and Managing Information

The school will continue to use Individual Education Plans (IEP) to record the steps taken to meet the needs of individual pupils. The SENCO is responsible for ensuring that records are kept and available when needed. These are stored electronically, and in individual hard copy files, stored in a secure cabinet in the Headteacher's office. These are available to share with parents during all pupil progress meetings and upon request.

Individual Education Plans are completed for pupils whose difficulties affect their day to day performance in the classroom. The aim of these is to target specific areas of learning or behaviour.

Targets should be in addition to the normal learning targets and should be:

- CSMART – challenging; specific; measurable; achievable; realistic; time-bound.
- Only three or four in number
- Relate to the area of need for the child: communication, English, Maths, behaviour and social skills.

All staff members have access to individual information via the school system. Paper copies of completed IEPs are collated by the SENCo and the school office.

SEN Register and Educational Reports

The SEN register is managed by the SENCo and is available for reference from the school's Management Information System, Arbor. Hard copies are printed every half term and kept on file.

Reports written by other professionals, are kept with the child's individual file in both electronic and hard copy format. The SENCo will ensure that all staff are familiar with the SEN Register and the identified strategies for learning in relation to the pupils they teach.

The Role of The SENCo at Halley House School

Responsibilities include:

- Compiling and managing the SEN Register
- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for pupils with SEN, (including those with an EHC plan or statement, as detailed in the section below)
- Overseeing the records of all pupils with SEN
- Developing effective ways of overcoming barriers to learning
- Ensuring that IEPs are produced, completed and reviewed each term
- Reading / summarising / disseminating information regarding educational reports
- Liaising with teaching staff, as well as the named co-ordinator for Early Years
- Liaising with secondary educational establishments to discuss transition
- Advising / liaising / managing the deployment of LSAs
- Screening visiting pupils, reviewing the identification procedure, monitoring progress and record keeping
- Organising / attending review meetings
- Liaising with external agencies
- Managing and developing the effective use of the school's resources
- Identifying, order and utilise the resources available from other agencies
- Contributing to the development of curriculum policies to ensure that the provision for pupils with SEN is considered
- Supporting and advising teachers in planning appropriate programmes of work
- Analysing data, monitoring progress and providing additional support to SEN pupils working in class
- Continuing C.P.D.
- Liaising, advising and supporting parents of pupils with SEN.

In consultation with the S.M.T. review the quality of teaching including contributing to, and supporting teachers' understanding of strategies to identify and support pupils with SEN, through appropriate training.

Training and Resources

Children with EHCPs in place receive allocated funding specific to their level of need through Hackney Learning Trust. The school commits to providing funding and support for children with identified needs, up to the threshold of £6000. If the level of school support exceeds, or is expected to exceed, £6000 per child, the SENCo will initiate the EHCP process to ensure children's needs are being met.

Training needs of staff are identified alongside children's needs and targets from the IEP. The SENCo will liaise with relevant agencies to organise and deliver appropriate training for identified staff.

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, as part of their continuing professional development (CPD).

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attends Hackney Learning Trust network meetings in order to keep up to date with local and national updates in SEND.

The school has nasen membership.

Support Services

Support Services are welcomed to support a child with SEN, if the child:

- continues to make little or no progress in specific areas over a long period
- continues working at national curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- despite having received intervention, the child continues to fall behind the level of the peer group

Valuing Parents

Halley House School welcomes parental involvement and seek to gain as much information as possible about the child from the parents/carers; all staff read any paperwork submitted. All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents, pupils with special educational needs will be encouraged to contribute to the assessment of their needs, the review and the transition process.

At all stages of the SEN process, the school keeps parents fully informed and involved at all stages. We encourage parents to make an active contribution to their pupil's education and hold regular meetings to share progress in addition to regular parent/pupil achievement meetings. Pupil progress meetings with parents and carers are held every term.

A record is kept of any communication with parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality.

Arrangements for learning support and SEN pupils changing schools or leaving school

In consultation with parents, the SENCO will notify the receiving school about a pupil's learning support or SEND records, including the provision that has been made and targets met.

Considering the Pupil's Views and Opinions

At Halley House School, the pupil's views will be sought whenever possible, by asking, listening and observing the pupil's reaction to activities and resources. A judgement is made and discussed with colleagues and parents. Though we accept that a pupil's perceptions and experiences can be invaluable, as a school, we recognise that this may not always be easy and may need to consult parents and other colleagues for further information.

Pupils with English as an Additional Language

Pupils whose first language is not English, or who may not speak English regularly at home, are supported by an L.S.A. within the classroom setting or may be withdrawn for individual support if required. Work within the class will be differentiated according to the pupil's language abilities and needs.

Other Considerations

When organising trips and carrying out disciplinary procedures the specific needs of pupils are always considered so that individual pupils can participate fully in the event.

Risk Assessments for all off-site visits are completed and approved by the Headteacher. They are kept electronically and in hard copy format in the school office. Risk Assessments specifically reference the provisions for children with additional needs (including medical needs, allergies and SEND). Risk Assessments also include an evaluation section for review and improvement purposes.

Where parents alert the school to SEN prior to entry, this is accounted for during familiarisation procedures.

Disability Discrimination Act

Though we acknowledge that not all children with a disability have a special educational need, we have regard for the Disability Discrimination Act (1995) and will make **reasonable adjustments** to include all children and their families. The School has a 3-year disability access plan, as required.

Pupils with Medical Conditions

Halley House School recognises that pupils at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education. Halley House School has a link school nurse from Homerton Hospital, who regularly attends the school (at least twice in a half term). The school link nurse assesses medical needs and completes individual healthcare plans for children with medical conditions.

Admissions

Our inclusive approach is reflected in our Equal Opportunities and Admissions policy.

Monitoring progress and Evaluating Success

The SLT at Halley House School will establish the extent to which standards have improved across groups of pupils with identified SEN by:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- taking account of other factors that may have affected progress
- analysing the effectiveness of educational professionals and parents working in partnership
- noticing a reduction in the total number of pupils requiring SEN provision
- noting how well pupils with SEN have access to the whole curriculum of the school
- observing an increase in independence of individual pupils with SEN
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly
- ensuring the most effective deployment of resources is designed to ensure the needs of all pupils are met

Review and Change

Halley House School is currently in the early the stages of implementation of the new Code of Practice 2014. The policy will be reviewed annually.

Accessibility including the Physical Environment

At Halley House School, high quality teaching using differentiation for individual pupils, is the first step in responding to pupils who have or may have SEN. Details of differentiation are provided in schemes of work, termly and weekly planning. Planning is monitored by Year Group Managers on a weekly basis, and feedback is provided during Year Group Manager meetings, which are held fortnightly.

Individual teachers respond to children's needs by creating an Individual Education Plan to record individual needs. Teachers use these to inform teaching by:

- providing appropriate support for children who need help with communication, language and literacy e.g. through grouping and use of appropriate learning materials
- planning suitable experiences to develop children's understanding through the use of all available senses
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress and to take an active part in their learning
- using different learning materials or specialist equipment
- deployment of L.S.A to work with individuals or small groups of children when appropriate
- requesting support from the SENCo both in and outside the classroom
- using specific intervention materials (see appendix)

Physical Environment

Halley House School has a commitment to providing specialist equipment should it be needed. If it is clear that particular resource pose a threat to a pupil, these are removed. Currently, there is a disabled toilet and direct access to it from the Reception classrooms on the third floor. There is also disabled access to the third floor via a lift. Halley House School has a linked school nurse (see above).

Procedures for Resolving Complaints about SEN Provision

This follows the school complaints procedure as published on the school's website

Bullying

At Halley House School, steps are taken to ensure and mitigate the risk of bullying of vulnerable learners. Halley House School welcomes all children regardless of background, and this is clearly stated in all school publications including (but not limited to) the school's admissions policy, anti-bullying policy, prospectus, in newsletters and on the school's website.

Criteria for Exiting The SEN Register/Record

Individual pupil progress is reviewed regularly and any identified changes in the level of support required are discussed and shared with stakeholders (including parents). Any amendments to existing practice are implemented and recorded, and monitored on an on-going basis.

Appendix 1

A) Broad areas of need as set out in the SEND Code of Practice 2014:

Communication and interaction

Pupils 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 profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Pupils and young people with ASD, including Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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

Pupils 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 such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils and young people

may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some pupils 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 pupils and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Pupils and young people with an MSI have a combination of vision and hearing difficulties.

Some pupils and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

B) Other considerations

Other considerations need to be taken into account as these may also impact on the progress and attainment of our pupils;

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Pupil
- Being a pupil of Serviceman/woman

C) Adequate progress

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the pupil and his peers from widening
- Closes the attainment gap between the pupil and his peers
- Shows an increased rate of progress than previously
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

Appendix 2

Further Advice:

Advice, information and training (extracted from Annex 2 of the SEND Code 2014)
The following organisations provide advice, information and training on specific impairments:

- The Autism Education Trust for children and young people on the Autism Spectrum (www.autismeducationtrust.org.uk)
- The Communications Trust for speech, language and communication difficulties (www.thecommunicationtrust.org.uk)
- The Dyslexia SpLD Trust on dyslexia and literacy difficulties (www.thedyslexia-spldtrust.org.uk)
- The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment (www.natsip.org.uk)
- Each of these organisations is working with funding from the Department for Education to support the reforms to the SEN system.
- MindEd (www.minded.org.uk) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.
- The SEN Gateway (www.sendgateway.org.uk) enables access to a broad range of materials and support services across the range of SEN.
- Early Support provides a range of information materials to families and professionals (www.ncb.org.uk/earlysupport).

Appendix 3

Example of IEP

Child's Name: DOB: Year group: Class: Term: Review Date:	Profile	Supporting Staff:			
Long Term Targets: Development to meet pupils' identified needs <i>[for example]</i> Communication Social Sensory/Physical/Safety Independence Education					
Target	Provision	When	Who	Notes	Impact of provision
Communication	•				
Social	•				
Sensory/Physical/Safety	•				
Independence	•				
Education	•				

Class Teacher's Signature

Date.....

Inclusion Manager's Signature

Date.....

Parents/Carer's Signature

Date.....

