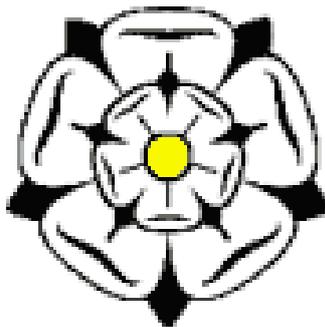


Heelands School



SEND Policy

Reviewed: June 2019

Next Review: September 2021

INTRODUCTION

The school aims and ethos (as detailed in the School Prospectus) are reflected in the Special Educational Needs and Disability Policy. We aim for every child to achieve their targets, whether they are national educational standards or more personalised targets based on individual ability and potential.

Meeting the needs of children with Special Educational Needs and Disability requires partnership between the school, parents and outside agencies when and where appropriate.

This policy has been produced with reference to the Special educational needs and disability code of practice: 0 to 25 years January 2015.

SCHOOL INFORMATION

The Special Educational Needs and Disability Co-ordinator (SENCO) is Mrs. Kelly Wilson.

The Special Educational Needs and Disability Co-ordinator is responsible for updating the Special Educational Needs and Disability list termly. The SENCO is also responsible for seeing that the individual needs of all the children on the Special Educational Needs and Disability List are met.

The SENCO meets with class teachers frequently to discuss their pupils with Special Educational Needs and Disability. The Achievement Plans are reviewed and discussed with the child and parents prior to signing. Class teachers and the SENCO are responsible for writing Achievement Plans together. The SENCO also advises about programmes of work and monitors the completed Achievement Plans.

Class teachers advise the SENCO of any concerns they may have about pupils experiencing learning or behavioural difficulties within their class. Each class has Teaching Assistant support, who can be directed to work with pupils with SEND. The class teacher supports and directs the Teaching Assistant who feeds back information regularly. We currently have 2 and a half days of SEND time which is apportioned according to need.

SCHOOL'S DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Heelands School accepts the Code of Practice 2015 definition of SEN as follows:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind. "

OBJECTIVES OF PROVISION

Pupils with SEND are identified early and appropriate provision for their needs is provided. Pupil's work is differentiated by the class teacher to ensure that those with SEND have their needs met. All pupils are included in every aspect of school life including those with physical disabilities.

We value the partnership with parents and we ask that they support the targets set by the class teacher by helping their children achieve to the best of their ability.

INCLUSION AND EQUAL OPPORTUNITIES

At Heelands School we have regard for the three principles for inclusion:

- a. Setting suitable learning challenges
- b. Responding to pupil's diverse learning needs
- c. Overcoming barriers to learning for individuals

We plan for all our children to participate in learning and in physical and practical activities.

We develop the children's understanding through the use of all available senses.

We provide support for children who need help with communication, language and literacy.

We help children manage their behaviour and their emotions and to take part in learning effectively and safely.

We provide support for children who have social communication difficulties..

ADMISSIONS

All children are admitted in accordance with the Milton Keynes Admissions policy through the local authority's admission office.

There are facilities at Heelands School for disabled pupils. There are toilet facilities for the disabled and the outside doors from the patio, the front entrance and all inside doors into classrooms are wide enough to allow access for wheel chairs. There is also a ramp from the top playground to the patio area.

IDENTIFICATION AND PROVISION OF SPECIAL EDUCATIONAL NEEDS OR DISABILITY

Early identification is essential in order to help individual pupils progress through the school and access the National Curriculum. Initially the class teacher is responsible for identifying any pupil who they believe may have special needs.

At Heelands we assess the children regularly using other Standard Assessment or internal assessments:

EYFS Profiling
Teacher assessments Year 1/Year 2.

Teacher assessments are carried out termly and children's progress is monitored. We have an assessment week at the end of every term. (See Aspects for Assessment). If a class teacher has concerns that any pupil is not attaining at the appropriate level these are discussed with the SENCO.

In the first instance the child may have added support as an early intervention. Once the pupil is identified as having special needs this will be discussed by the class teacher with the parents and the SENCO. If after Early Intervention the child is still not making satisfactory progress the pupil's name is then put on the SEND list at School Support. The parents are involved in this decision and are also asked for their permission before their child is seen by outside agencies.

The child will also be involved and will be able to express his/her views as appropriate.

SCHOOL SUPPORT

School Support: When a child is identified with SEND the teacher puts in place interventions that are additional to or different from usual provision and an Achievement Plan is devised. Achievement Plans should contain SMART Targets. They should be Specific, Measurable, Attainable, Realistic and Time Limited.

OUTSIDE AGENCY SUPPORT

Initially the SENCO and class teacher will complete the FACT (The First Assess Communication Tool) profile. If required Outcomes will be set, reviewed and monitored. If a child is still not making satisfactory progress the class teacher and the SENCo may feel that advice and support is needed from an Outside Agency and initially a referral will be made to the speech and language therapist. The speech and language therapist will provide guidance on specific areas of need. The child will then have a personalised programme. This will be reviewed periodically by the speech and language therapist. If the class teacher and the SENCO need advice or support from other outside specialists, a referral will be made in consultation with parents. The support may now be delivered through an individual or personalised programme which may be monitored periodically by a member of an outside agency. Outside agencies include specialist teachers in Cognition and Learning, Communication and Interaction, Social, Emotional, Mental Health and Sensory/Physical as well as an Educational Psychologist.

EDUCATIONAL HEALTH CARE PLAN

If a child is still having significant difficulties and is not making satisfactory progress despite high levels of intervention and support, and meet the criteria the SENCo, class teacher and parents may consider applying for an Education Health Care Plan.

All reports and assessments will be collected and the correct forms filled in and sent to the Local Educational Authority.

If the SEND Panel is convinced the necessary criteria have been met they will make a judgement as to whether an EHC Plan will be issued. The EHC Plan will recommend areas in which the pupil needs support and the short term outcomes will be worked on accordingly.

The parents are involved in all stages of their child's special needs programme and assessments and decisions as to how we progress.

The Headteacher or SENCO organises the annual review where all relevant agencies including the parents are asked to attend and submit a written report. At the review meeting decisions are made about the EHC Plan and future provision for the child.

RESOURCES

Throughout the curriculum there are resources available for children with Special Educational Needs and Disability. The school's Provision Map details provision at Quality First Teaching, Catch up Keep up, and Specialised Programmes.

MONITORING AND REVIEW OF PUPIL'S PROGRESS

Achievement Plans are reviewed termly, or more frequently if required, by the class teacher, the SENCO, the child and the parents. If the targets have been met then new targets are set and signed by all parties. It may be necessary in cases of children with behavioural difficulties to have the Achievement Plans reviewed more regularly.

Children with an EHCP have an annual review in accordance with the procedures set down by Milton Keynes Council.

Each Class Teacher has a file with the children's Achievement Plans and any relevant documents from outside agencies. The SENCO has copies of all Achievement Plans and all documents from outside agencies.

We liaise with the SENCO from receiving schools before the children transfer.

PARENT SCHOOL PARTNERSHIP

At Heelands we welcome practical support and encourage parents to help children meet their targets. We foster good relationships with parents, particularly those whose children have Special Educational Needs and Disability and meet them at least termly or more regularly if required to discuss their child's progress.

The SENCO is available to speak to any parent who has concerns about their child. If any parent has a complaint the procedure to follow is detailed in the Complaints policy.

We also work with Health Professionals, Social Services and Children and Family Practices (CFP).

PROFESSIONAL DEVELOPMENT AND TRAINING

All members of staff are encouraged to attend available relevant courses to support the needs of the children. The SENCO has successfully completed a national qualification in special educational needs.

Outside agencies also visit the school to talk to members of staff either after school or at staff meetings. This can be about issues we may need help with or to update us about new initiatives.

FINANCIAL ARRANGEMENTS

The school receives monies for SEND according to the number of children on the SEND List via the school Budget. This money is allocated annually by the LA and managed within the school budget to ensure pupils receive appropriate support via physical and human resources. Occasionally we have a child who attracts additional funding and this is used to provide 1 - 1 learning support, usually for a child with an EHC Plan.