

Heaton Park Primary School

Head teacher – Mr P Lord
Special Educational Needs Co-ordinator – Miss Z Quirke



Special Educational Needs Policy

The Special Educational Needs and Disability Code of Practice (June 2014) places a duty on local authorities to publish a Local Offer, setting out in one place, information about provision available across education, health and social care for children and young people who have SEND. Elements of the Local Offer will be drawn from information published by schools and other providers.

The associated Regulations prescribe (Schedule 1) the information that schools **must** publish on their own website. This applies to all maintained schools, maintained nurseries and academies, although some of the information to be published is not applicable to Special schools. This document meets these requirements, and may be used by other schools within the local authority to provide a consistent approach to the publication of information.

At Heaton Park Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. All teachers at Heaton Park are teachers of every child, including those with SEND.

This offer will ensure that the school meets the needs of learners identified in the revised SEND Code of Practice 2014. It will ensure that no learners, especially those with Special Educational Needs or Disability, are discriminated against. This offer will be used to ensure that funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes. This is outlined on our school SEND provision map and individual pupil's APDR (Assess, Plan, Do, Review) plans.

Aims and objectives

Through this offer we aim to:

- Ensure that all learners' individual and special needs are identified and met effectively, so that they receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum.
- Ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress for their abilities. Inclusive Quality First Teaching is paramount.
- Recognise and record students' strengths and successes to encourage a positive self - image.

- Ensure that staff with management responsibility, and individual members of staff, accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs.
- To provide support and advice for all staff working with SEND pupils.

Which special educational needs can Heaton Park Primary school make provision for?

At Heaton Park we work with the individual child, alongside parents and carers, to ensure all their SEND needs are carefully planned. The purpose of identifying a child's SEND needs is to work out what action we need to take, not to fit a pupil into a category, but everything about them e.g. likes / dislikes. We identify the needs of pupils by considering the needs of the whole child, not just their special educational needs and disabilities.

Children's Special Educational Needs are generally thought of in the following four broad areas of need and support:

Communication and interaction (CI): 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. Children and young people with ASC, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.

Cognition and learning (CL): Support for learning difficulties may be required when children and young people make progress 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), through to profound and multiple learning difficulties (PMLD), where children 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 (SEMH): 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 such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs (SN/PN): 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 and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD)

require additional ongoing support and equipment to access all the opportunities available to their peers.

What information do we use to identify and assess if any of our pupils may have special educational needs?

The following ways to identify and assess a child's Special Educational Needs may be used at Heaton Park Primary School:

- Information from a pre-school setting or previous school a child attended
- Discussions from home visits prior to admission into school
- Early Years Foundation Stage data
- KS1 results
- KS2 results, primary school reports, baseline assessments
- Transition meetings
- Parental meetings
- Ongoing assessment gathered 3 times per year. Data used to identify attainment and progress to show whether a child is falling behind their peers and/or whether the child is not progressing as expected
- Educational psychologist reports, reports from specialists from Bury LA Additional Needs Team, input from social care, Children and Young People in Care (CYPIC) meetings, Team Around the Family meetings (TAF), The Primary Hub and CAMHS
- Annual Review meetings and review meetings
- GP / Paediatrician concerns
- SENCO Network meetings each term.

What are our school's policies for making provision for pupils with special educational needs?

In addition to the procedures and structures that are in place for all children in Heaton Park Primary School, children with additional educational needs can access:

- A broad and balanced curriculum with their peers.
- High expectations of independence and outcome.
- Differentiated support within the classroom. (By task, outcome, support: adult or resourced)
- A differentiated curriculum where appropriate, particularly in English and Maths (Basic skills: reading, writing, number, money and life skills)
- 1:1 and small group work with experienced Teaching Assistants or Special Support Assistants, directed by class teachers or the SENCO.
- Specialist programmes of support.
- Specialist support from Educational Psychologists, pupil support (including CLAS, Sensory team), Speech and Language Therapy, health services (Occupational Therapy, Physiotherapy, CAMHS (Child and Adolescent mental Health Services), the Primary Hub and the Additional Needs Team (ANT) if required.
- A range of assessment tools are used to monitor pupil progress on an ongoing basis and, if adequate progress is not being made then appropriate support is put in place which may include Special Support Assistant, Teaching Assistant, SENCO or Bury LA Additional Needs Team specialist support.
- An Education, Health & Care Plan will outline the resources needed to provide appropriate support for some pupils with a high level of need.

- In addition to the usual assessment and target setting procedures at Heaton Park all pupils with an EHCP will have a formal annual review meeting, which is child centred, to review progress and provision.
- Feedback is provided to parents/carers at formal meetings three times a year and an annual report is provided that reviews progress and attainment. The SENCo is available for appointments at parents' evenings or for informal conversations.
- Targets are set for pupils and are shared with parents and carers so they can help their child to work towards achieving them at home.
- Wherever possible, children with Special Educational Needs are taught in mainstream classes as part of our inclusive strategy. Specialist teaching of a specific programme in small groups or individually, for SEND pupils, may also be used, based on personalised, individual needs identified in their APDR plan.
- The school has a fully inclusive policy and pupils, regardless of special educational need or disability, are fully integrated in all aspects of school life. The school tries to ensure that no child is excluded from educational visits or out of school activities because of their Special Educational Need or Disability.
- Additional support is available to children who are vulnerable, and those that experience a range of emotional, social and behavioural difficulties. We have a Pastoral Team who are available to give care and advice.

Who should I contact if I want to discuss my child's special educational needs?

The leadership of Special Educational Needs is the responsibility of our SENCo Miss Quirke, who is a qualified teacher.

You may contact the SENCo via the school telephone number 0161 773 9554, email address heatonpark@bury.gov.uk or by post. All information required to make contact is on the school website.

How are the staff supported to help children with Special Educational Needs?

The role of the SENCo involves ensuring all practitioners in school understand their responsibilities to children with SEND. The SENCo advises and supports colleagues, liaises with professionals or agencies beyond the school and ensures that parents are closely involved and that their insights inform action taken by the school.

All class teachers and support assistants work closely with the SENCo, to ensure that the pupils with SEND are supported and their needs addressed.

To support the staff at Heaton Park, CPD training can be accessed as appropriate. Staff access specific training linked to the pupils they work with and the interventions they are asked to deliver. They are also included in all layers of support for children in their class therefore, if required, they meet with other agencies and professionals to discuss the needs and recommendations that are made for the children.

Additional training for staff is secured where necessary. This might be delivered in school by external training sources using specialist teachers/health care professionals e.g. the School Nursing Team.

Support roles required in school are advertised with specific criteria so the member of staff appointed has the best qualifications and expertise to meet the needs of the individual child.

What adjustments can be made for children with Special Educational Needs? How can equipment and facilities be secured?

All SEND children are expected to work alongside their peers with work being differentiated to meet their needs but there may be occasions where some children do not achieve as well as we would like or expect.

Where a child continues to make less than expected progress, despite evidence based support and interventions that are matched to the child's area of need, we may consider involving appropriate specialists, for example, health visitors, speech and language therapists, portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists will be taken with the child's parents.

Liaison between school and the Local Authority educational (Hearing and Visual Impairment services) and medical (Occupational Therapy) services takes place to ensure equipment used by SEND pupils is in good working order i.e. Hearing Impairment Team services radio equipment and hearing aids used in school.

During end of key stage examinations, tests and tasks, reasonable adjustments are made for children with SEND.

This may include:

- Not sitting the examination
- Rest breaks
- 1:1 readers/scribes
- Quiet, familiar place to work
- Use of ICT equipment
- Adaptations of the test/text/task e.g Braille, enlarged text, coloured overlay/paper

Any adjustments that are made are supported by being well planned and part of the regular practise and procedure for the child.

How does the school liaise and work with parents/carers?

All parents/carers are informed of any targets that their child is set and of any additional support that is provided e.g. a copy of their APDR plan, and are given regular feedback on the progress that their child is making. All parents/carers are given the opportunity to meet with staff and discuss the progress and attainment of their child. We hold three individual parents' evenings a year. The SENCo is available at all of them.

For pupils with an Education Health Care plan we hold a formal annual review meeting to review progress and provision with a child centred approach. These reviews allow the children to give their views about the additional support that they have received to support their needs and reflect upon their strengths. Prior to these reviews, parents are encouraged to complete a questionnaire and prepare any questions regarding their children needs. If parents are unable to attend, staff will endeavour to reschedule meetings for a suitable time. If this is not possible, then staff will ensure that written feedback of the review is sent home so that parents can

then respond afterwards. Additional meetings, if required, are always available with the class teacher and SENCo.

At Heaton Park we have an 'open door' policy. Parents/carers can meet with staff to talk about their child before and after school. As a school we provide strong pastoral support to our children and their families.

Sometimes, where helpful, a Home-School Diary will be used to strengthen communication between home and school.

When necessary Team Around the Family (TAF) meetings are held with parents and other professionals involved with the child.

School provides parents/carers with a written annual report in July. At the end of each half term an Effort, Behaviour and Attendance Record Card is sent home for all of our children. The record cards are an excellent way of communicating targets and keeping parents/carers informed about how their child is doing. Children at SEN support/ EHC have an APDR plan cycle which is also provided to parents.

How are the children involved in their education?

Where appropriate, targets are discussed with pupils and regularly referred to during the half-term they were set. There are opportunities set aside during lesson times for pupils to respond to the teacher's marking comments and SSA/TA comments in books.

Pupil's views are sought through pupil voice, reflective journals and 'All About Me' booklets, enabling feedback on the effectiveness of support provided. Pupils are also able to provide feedback at parents' meetings and annual reviews. Pupil's take an active part in review meetings through a person centred approach.

How will the school support my child's transition to another primary school or high school?

Our school has an extensive transition programme in place both for children joining the school, and those moving on.

Choosing an appropriate high school for your child can seem like a daunting task. School staff are available to support all parents/carers who may require help accessing the online application process or arranging visits to see their local high school.

The SENCo and LA's Special Needs Team are always on hand to support parents who have children with SEND during the high school application process. This may be help in completing the application, creating a list of questions to ask about SEND provision or supporting parents with visits. Staff can support but will not make decisions for parents/carers about which high school their child will go to.

All children attend transition days at their high school. Meetings are held with all high schools to ensure that the school knows important information about your child. The SENCo at Heaton Park liaises with the SENCos at the high schools also. All documentation from review meetings is shared to ensure that the receiving high school is well prepared to meet your child's needs. Children with SEND also have the opportunity to engage in a transition group in the last half term.

Where appropriate, the schools Special Support Assistant and SENCo may attend a preparatory visit to the high school with a child so that they are prepared for their transition day.

If I wish to make a complaint - How do I do it?

The school's complaints procedure is published on the school website.

How does the Governing Body involve other bodies, including health and social services, local authority support services, and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting families of such pupils?

The Governors are aware that school has access to a range of services. These include Bury LA Additional Needs Team, the school nurse, health visitors, speech therapy, occupational therapy, NHS Child Development Centres, The Primary Hub, visual impairment service, hearing impaired service, social care and CAMHS.

What are the contact details of support services for parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32 (mediation)?

This information will be set out in Bury's Local Authority Local Offer.

Where can I find Bury Local Authority's local offer?

www.theburydirectory.co.uk/send-local-offer

At Heaton Park Primary School, all learners, including those with special educational needs will have their needs met fully so that they thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEND are included, treated as favourably as others, and are given appropriate access to the curriculum teaching and learning.

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