



## Holly Park School SEND & Inclusion

### **Definition of SEN**

**‘ 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

**[a] have a significantly greater difficulty in learning than the majority of others of the same age; or**

**[b] have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.**

**Information and recommendations have been taken from the ‘Special Educational Needs Code of Practice for 0 to 25 years 2014’**

Disabled children and young people without SEN are not covered by the Bill or this Code of Practice but are covered by provisions elsewhere including the Children Act 1989, the Equality Act 2010 and the Health and social Care Act 2012.

This policy links with the UN Rights of the Child

#### **Article 1**

Everyone under the age of 18 has all the rights in the Convention.

#### **Article 2**

The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

#### **Article 3**

The best interests of the child must be a top priority in all things that affect children.

#### **Article 4**

Governments must do all they can to make sure every child can enjoy their rights.

#### **Article 23**

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

## **Article 28**

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

### **1. Vision**

1.1 Holly Park is an inclusive school, it continually strives to ensure the best possible provision for all pupils who have Special Educational Needs. Our ultimate aim is for children to be happy, confident and to be supported, to achieve their individual potential.

1.2 The School emphasizes the importance of the child 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.

1.3. There is a need to support the child and their parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

### **2. The Local authority**

2.1 The Local Authority must carry out their function with a view to identifying all those who may have SEN.

2.2 There should be collaboration between education, health and social care services to provide support. All available services should be reflected in the Local Offer made by the Local Authority. Education, health and social care must work together to support children and their families.

2.3 The Local Authority and CCGs [ clinical commissioning groups] and other partners must work together to assess the health needs of local people, including those with SEN.

### **3 Parents**

3.1 Holly Park recognises that parents know their children best and therefore we have an open door policy to listen and to understand when parents express concerns about their child. The school continually encourages parents to engage effectively with them for the benefit of their child.

3.2 When reviewing goals there will be termly meetings with the parents / carers and the class teacher who has the responsibility of setting, planning and reviewing set goals with the SENCO for support.

3.3 Parents have statutory rights to contribute to the decision making process about their child's education. Parents / carers' views, involvement and aspirations will be discussed.

3.4 The views of the child should be recorded, as part of the meeting. Following the meeting the information should be shared with all relevant staff.

## **4 The School**

4.1 The school will publish information on their website about what is available that is additional to and different from Quality First Teaching and to imbed the notion that;

'Every teacher is a teacher of SEN'.

Quality First Teaching is the teaching that takes place every day in the classroom by the teacher who should meet the needs of all the children in their class.

4.2 Mrs Ann Pelham, the Headteacher, has ultimate responsibility within school for all matters relating to Special Educational Needs. This responsibility is distributed through the school's staffing structure, and is supported by the Governing Body.

4.3 The Inclusion Governor, is on the Governing Body of Holly Park School. The Inclusion Governor's role includes having an overview of Inclusion and monitoring systems at the school. They should also ask relevant questions to clarify procedures.

4.4 Mrs. Diana Kelly is the Children's Co-ordinator. Her responsibilities include:

- being the school's named person for Special Educational Needs
- managing the day to day operation of the school's SEN policy and any related budget
- co-ordinating provision for children with special educational needs and monitoring their progress along with relevant staff
- liaising with and advising fellow teachers
- managing the Inclusion Team
- line managing the Teaching Assistants who work with the children who have statements, including arranging cover for when they attend courses or are off sick
- Managing the 'Happy to be Me' intervention.
- overseeing the records of all children with special educational needs
- organising and reporting on annual reviews
- ensuring Individual Education Plans are effective
- liaising with parents of children with special educational needs
- being available for parents who have concerns about their children
- contributing to and arranging training for staff
- liaising with the Families Co-ordinator for information about identified children

- liaising with external agencies including the Local Authority's support and educational psychology services, speech and language therapists, CAMHS, HEWS, HIST and other health and social services, and voluntary bodies.

'The school should ensure that the SENCO has sufficient time and resources to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.'

## 5 High quality provision to meet the needs of children with SEN

5.1 Quality first teaching for all children irrespective of need. Class teachers are responsible and accountable for the progress and development of the children in their class, even where they access support from teaching assistants or specialist staff.

5.2 High quality teaching differentiated and personalised for individual children is the first step in responding to children who have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should have an inclusive culture of high expectations.

5.3 High aspirations are key to preparing children for life beyond school. Class teachers should plan appropriate tasks to meet the needs for specific individuals and to share this with teaching assistants.

5.4 Teachers, supported by the senior leadership team, will make regular assessments of progress for all children. Where they are making inadequate progress given their age and starting point they will be given extra support. The identification of SEN is built into the overall approach to monitoring the ongoing progress and development of all pupils.

5.5 Therefore after each term's Pupil Progress meetings class teachers and teaching assistants discuss the progress and needs of each individual pupil. From this meeting, targets for further development are set, and any support is re- allocated.

5.6 Once a special educational need is identified, four types of action will be taken to put effective support in place, Assess, Plan, Do, Review, this is the graduated approach called SEN Support.

5.7 There will be continuous cycle of meeting the needs of children with SEN:

- **Assess**, the class teacher, working with the SENCO will establish a clear analysis of the pupil's needs, taking into account progress, attainment and behaviour, the views of the parents, the child and if relevant external support services. This assessment will be regularly reviewed. If external professionals are thought necessary, the SENCO should only contact them, if the parents agree.

- **Plan**, parents must be notified if it is decided to provide a pupil with SEN Support. The teacher and SENCO should agree in consultation with the parent and the pupil, if appropriate, the interventions and support to be put in place along with a clear date for review.
- **Do**, the class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class teacher, they will still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved to plan work and assess the impact of interventions. The SENCO will support the class teacher in any further assessments of the child's particular strengths and weaknesses
- **Review**, the effectiveness of the support and the impact on the child's progress will be reviewed termly with the parent. The impact of the support provided, along with the views of the pupil and parents should feed back into the analysis of the pupil's needs. Support will be revised in consultation with the parent and pupil.

5.8 If pupils continue to make inadequate progress, despite high quality teaching, the teacher working with the SENCO, will assess whether the child has a severe significant learning difficulty, then there should be an agreement about the SEN support required to support the child. Targeted support will be given, which must relate to a clear set of expected goals agreed by all involved with the child.

5.9 Children experiencing any type of learning difficulty will be monitored, work will be differentiated for them by the class teacher and interventions will be used as necessary. If a child continues to make little or no progress, despite support matched to the child's area of need, the school will involve specialists from outside agencies.

5.10 If a child is receiving SEN support, the class teacher will meet parents and the child if appropriate, at least termly, to set clear goals and discuss support that will help achieve them, they will review progress and identify the responsibilities of the parent, the pupil and the school.

5.11 The school will ensure that it is providing good teaching. The quality and appropriateness of the overall provision should be kept under regular review and its impact should be monitored.

5.12 The school will keep an up to date record of provision and evidence of the impact of the support on progress.

## 6 Targeted Provision towards specific goals will be:

- Highly structured, systematic and sequential to promote independence
- Based on accurate assessment of what the learner needs to do next

- Multisensory by using visual, auditory and kinaesthetic activities to suit differing learning styles
- Based on reliable evidence of effectiveness
- Delivered by trained and skilled staff
- Recorded and updated to include evidence of support and impact
- **Specific Measurable Achievable Realistic Timed**
- Focused on the learner and not about the intentions of the teacher, therefore action words about the pupil's performance will be used.

## 7 The four areas of special educational needs

Special educational needs can be considered as falling under four broad areas of need;

### 7.1 Speech Language and Communication Needs (SLCN)

Children with difficulties in this area need help to develop their linguistic competence in order to support their thinking as well as their communication skills. Children may have difficulties with hearing the differences between **speech** sounds (phonemes), producing certain individual speech sounds or co-ordinating sequences of sounds in connected speech. An up to date hearing check should always be sought to rule out hearing difficulties while referring to speech and language therapy (SALT). Speech sound difficulties can impact intelligibility, social/ emotional wellbeing and literacy development.

Children may have difficulties with understanding and/or using spoken **language**, sometimes children may go on to have a diagnosis of Developmental Language Disorder (DLD), after assessment with a SALT, which can be associated with other developmental conditions such as autism or learning difficulties or can exist as a primary difficulty. Language difficulties can impact learning and social/ emotional wellbeing.

Children may have difficulties with social interaction and **communication** such as difficulties sharing attention with other people, understanding and interpreting other people's thoughts feelings and actions. Sometimes these children may have a diagnosis of autistic spectrum condition (ASC) after being assessed by a team of specialists including e.g. a paediatrician, speech and language therapist or psychiatrist.

Louise Hurry, the Inclusion assistant has received specific Speech and Language training and works with individuals and small groups using the specific Tool Kit recommended by the Local Authority.

### 7.2 Cognition and learning

Children with difficulties in this area will learn at a slower pace and will have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts. Helen Constantinou, the Assistant SENCO has Specific Learning Difficulty training and works with children who have severe needs. Depending on their individual needs children are also given support by the Learning Support Team, consisting of teaching assistants and support teachers.

### 7.3 Social, mental and emotional health

*Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN*

Children with difficulties in this area may have problems in their emotional and social development, they will have immature social skills, they could become withdrawn, isolated or display challenging, disruptive or disturbing behaviour. The school has an immediate response to a child in crisis by the Learning Mentor, Kathy Puzey who is also responsible for:

- Working with staff to identify barriers to learning and progress
- Planning appropriate support to help remove barriers
- Working closely with all school staff and external agencies to access all forms of support
- Working with staff and identified pupils to develop an action plan
- Providing appropriate programmes of support for groups or individuals
- Working with staff to promote effective behaviour management strategies
- Working with families to help them support their children

A Pastoral Support Team has been set up within the school involving the Families Co-ordinator, The Pupil Support Officer, The SENCO and the Learning Mentor.

### 7.4 Sensory and/or physical

There is a wide range of physical and sensory difficulties across the ability range. Many adaptations may be required as reasonable adjustments. Children with a visual impairment or hearing impairment may require specialist support and equipment to access their learning.

7.5 The Pupil Support Officer, makes a valuable contribution towards the physical, medical and emotional well being of the pupils and has an active role in pupils' pastoral care.

The staff at Holly Park follow guidance set out by Barnet Local Authority and the Local Primary Care Trust including:

- the administration of medicines
- the administration of rectal diazepam
- pupils at high risk of anaphylactic reaction
- pupils with asthma
- pupils with tracheotomies
- pupils with cystic fibrosis
- pupils performing intermittent self-catheterisation
- pupils with naso-gastric feeding / feeding via gastrostomy
- pupils with HIV and AIDS
- other conditions not specified above as appropriate

7.6 Pupils who have a medical condition which may affect access to the full curriculum will have a 'Health Care Plan'. These are written and monitored by the school nurse. Copies of these plans will be kept in the Welfare Room, and with the class teacher of the pupils concerned, with due regard to confidentiality. A further copy will be held with the school nurse

7.7 When pupils are taken out of school on school-related activities, staff will always take with them the medicines, equipment and associated information for any pupil in the group who has a medical condition. These items will be carried by the adult group leader with responsibility for that child or the first aider.

7.8 As a matter of principle, all pupils at Holly Park School will be included in every educational activity normally undertaken, unless written medical advice, specifically precludes it.

7.9 It is the responsibility of parents and carers to ensure that prescribed medication in school is up to date. The school will audit the medication once every term, and parents will be notified if the expiry date is approaching. If, however, medication kept in school is out of date, with or without notification, the school reserves the right to refuse the child entry to school.

7.10 The staff and Governors of Holly Park School wish to ensure that pupils with medical needs receive proper care and support at school. Ultimate responsibility for this lies with the Headteacher, but this is delegated to members of staff who, having agreed to receive training, accept their responsibility to give prescribed medications if needed. This includes the supervision of asthma inhalers and the use of epi-pens in an emergency.

7.11 There is also ongoing monitoring of conditions as the child travels through the school. This includes any type of allergy eg. food, information from parents is vital as is liaising with parents, this will depend on individual needs as is necessary and is managed by the Pupil Support Officer in conjunction with relevant staff eg the school nurse and the kitchen staff.

7.12 Staff are trained in medical care according to their roles. Whole staff training is provided in the use of epi-pens, while identified staff receive additional first-aid training as required. In response to the requirements of the Early Years Foundation Stage, paediatric first aid training is offered to identified members of staff, with particular focus on those in the Foundation Stage.

## **8 External Agencies**

Holly Park uses a wide range of services and has also used its budget to buy extra services. The school uses:

- An Educational Psychologist
- Health and Emotional Wellbeing Service
- High Incidence Support Team
- Specialist Advisory Service
- Speech and Language Therapist
- Child and Adolescent Mental Health Service
- Hearing impairment advisors
- Visual impairment advisors
- Health Professionals



- Education and Welfare Officer

## 9 Education, Health Care Assessments and Plans

- A child will only be subject to an EHC Assessment if the Local Authority needs to determine special educational provision.
- EHC Plans will include a Personal Budget if asked to do so by the parent, this is to secure specified provision
- An assessment can be also requested by a child's parent
- The local authority must determine whether a statutory education, health and care assessment is necessary, make a decision and communicate this to the child's parent..
- Local authorities must gather advice from relevant professionals
- The local authority must send the draft EHC plan to the child's parents and give at least 15 days to give views.
- Parents can request a personal budget identified by the Local Authority to deliver all or some of the provision
- The provision of personal budgets will be set out as part of the provision in the EHC plan
- A plan must not be disclosed without the consent of the child's parents
- There are particular groups of children whose specific circumstances require closer monitoring, these are Looked after Children and children in social care. They are monitored by the designated teacher for child protection, Sally Thomas

9.1 Pupils with an EHC plan have extra support. This could be in the form of a personal TA, personal resources, therapy, particular programs or software or training for staff on helpful strategies. Teaching assistants allocated to work alongside any pupil may work with that child within a group of pupils. They work to support pupils with learning difficulties or to boost any who need extra support to achieve at a higher level. There is often a change of these Teaching Assistants at the start of a new school year so that we can ensure that TAs are well suited to any children they work with.

9.2 All pupils with EHC plans are invited to participate in the Annual Review Meetings. Their level of participation will vary according to age and individual need, their views are gathered as evidence for the annual review. All pupils are invited to comment on their own achievements and areas for development which is sent home annually alongside the school report

## 10 Evaluating effectiveness

10.1 Holly Park School constantly re-evaluates its special needs practice, changes are made as and when it is thought necessary. We value the commitment and co-operation of parents, teachers and teaching assistants who work together for the benefit of our children as demonstrated below.

- 10.2 We expect pupils with SEN to show improvement in basic skills and access the wider curriculum and make progress towards their targets (although progression will not necessarily be at the same rate as other pupils) because:
- teachers identify and support pupils with SEN
  - staff work collaboratively to support pupils
  - parents feel involved and know how they can support their child
  - children feel included in the whole school community
- 10.3 We have teachers who:
- have high but realistic expectations of pupil progress
  - contribute to the identification of pupils with SEN
  - support pupils through good lesson planning
  - communicate effectively with parents
  - evaluate pupil progress.
- 10.4 We help develop teaching assistants who:
- are clear about their role
  - work collaboratively with staff
  - are involved in relevant training

## 11 Monitoring and Review

- 11.1 It is the responsibility of the Governing Body to monitor the effective deployment of this policy. This responsibility has been delegated to the Staffing and Pupil Welfare Committee.
- 11.2 This policy will be reviewed on an annual basis.

## Document Control

### Revision History

Version	Revision Date	Revised By	Revision
1.0	Autumn 2014	Helen Constantinou	Policy written in line with new SEN policy
1.1	Spring 2015	S&PW	Reviewed & Ratified
1.2	Autumn 2015	Diana Kelly	Reviewed & updated by New SENCO
1.3	Spring 2016	S&PW	Reviewed
1.4	Spring 2017	S&PW	Reviewed
1.5	Spring 2018	S&PW	Reviewed
1.6	Spring 2019	S&PW	Reviewed
1.7	Spring 2020	S&PW	Reviewed
1.8	Spring 2021	S&PW	Reviewed

**Signed by**

	Name	Signature	Date
Headteacher	Ann Pelham		
Chair of Governors	Tim Graveney		

**Distribution**

Shared with
<ul style="list-style-type: none"><li>• Staff via school server</li><li>• Parents via Website</li><li>• Governors via committee meetings</li></ul>

**Date for next review**

Spring 2022