



Holland Moor Primary School

SPECIAL EDUCATIONAL NEEDS POLICY

2022

To be reviewed by the Governing Body Spring 2025

Acting SENDCo: Michael Beale
Inclusion Manager: Naomi Holland

INTRODUCTION

At Holland Moor we believe that every teacher is a teacher of every child in their group or class - including those with special educational needs and / or disabilities. We acknowledge quality first teaching is vital for all our children; however we know that for some children there are occasions when further additional support may be needed to help them achieve their targets and potential.

Every member of staff strives to support all our children to enable them to achieve at school. In order to do this many steps are taken to support the children through their learning journey. At Holland Moor, we strive to raise the aspirations and expectations for all the children with SEN, providing a focus on outcomes. We believe in providing every possible opportunity to develop the full potential of all children. We recognise that all children have the right to a broad and balanced education, including extra-curricular activities, with full access to the National Curriculum. At Holland Moor, all children are valued and their self-esteem promoted. We work in close partnership with parents / carers who are encouraged to play an active and valued role in their child's education.

AIMS

- To provide a system for the early identification and continuing development of children with Special Educational Needs.
- To raise the aspirations of and expectations for all pupils with SEN.
- To provide a focus on outcomes for our SEN children and not just detail hours of provision and support.
- To provide all staff with the knowledge, understanding and confidence to enable children with Special Educational Needs to achieve their full potential.

OBJECTIVES

- To identify and provide for pupils who have special educational needs 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 (SENDCo) who will work with the SEN inclusion policy.
- To provide support and advice for all staff working with SEN pupils.
- To help every child with special educational needs find their place in the life of the school and foster a positive self-image.
- To give children with special educational needs access to the National Curriculum at an appropriate and challenging level for each individual.
- To work effectively with parents and carers and with relevant outside agencies to fully meet the needs of children with SEN.
- To work in close partnership, where appropriate, with outside agencies to support children who have special educational needs.

- To plan an effective curriculum to meet the needs of children with special educational needs, to help them overcome their barriers to learning.

All teachers at Holland Moor understand that they work with children with Special Educational Needs. Indeed working to meet the needs of these children is regarded as a whole school responsibility.

We know that many of our children will encounter difficulties with learning at some time during time with us. These may be slight and of short duration, or more severe and prolonged. The cause for concern may be of an academic medical, physical, social, behavioural or emotional nature. We are also aware that exceptionally able children may also require special educational provision to be made for them.

We recognise that all our pupils are entitled to receive an education appropriate to their needs and generally, at Holland Moor, this is delivered normally in the classroom environment. Our teachers' classroom management skills ensure a positive atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs.

It is part of our school philosophy that any child perceived as having Special Educational Needs should be identified as early as possible and assessed; so that they receive the support and guidance necessary for their development. This policy applies to children at all stages of education provided at Holland Moor, including the Foundation Stage (Nursery and Reception) as well as at Key Stages One and Two. Provision is made in partnership and with the support of parents and carers.

IDENTIFICATION AND ASSESSMENT

At Holland Moor Primary school we identify the needs of any pupil by considering the needs of the whole child. This is the case whether the child has SEN or not.

We realise that any Special Educational Needs are unique to each child and must therefore be assessed on an individual basis. Whole class/whole school assessments and sometimes screening tests play their part at Holland Moor in highlighting when a pupil is falling significantly behind his/her peers. Teacher observation and parental concern will also serve as triggers for individual assessment.

We acknowledge that a child has special educational needs if he/she has a learning difficulty for which special educational provision needs to be made. We recognise that s/he will have significantly greater difficulty in learning than the majority of children of the same age, or a disability which either prevents or hinders him/her from making use of the educational facilities provided at Holland Moor Primary School.

EARLY IDENTIFICATION

We recognise that if a child has an identified special need then the earlier action is taken, the more effective it is likely to be.

Children in the Foundation stage are screened using the Wellcomm Toolkit and all children not meeting age related expectations receive intervention to raise their attainment.

HOLLAND MOOR PATHWAY TO INCLUSION

Class teachers and teaching assistants are always vigilant and can seek appropriate advice about the progress any child is making from team leaders, the SENDCo, Inclusion Manager or the Head Teacher. This can be at any time. However, Pupil Progress Meetings are held each term. Here the class teacher meets with the Head Teacher or other member of the Leadership Team to discuss specifically the progress of the pupils in their class. This shared discussion should highlight any potential problems in order for further support to be planned. Any pupils who are falling significantly outside of the range of expected academic achievement / predicted performance indicators are identified and monitored.

At Holland Moor Primary School we also regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes assessing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Our first response to low/poor progress by a child is always high quality teaching, differentiated or scaffolded where appropriate for individual pupils. All staff are aware that individual teachers are initially responsible and accountable for the process and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. We recognise that additional intervention and support cannot compensate for a lack of good, ongoing, continuous, daily, quality teaching.

Pupils who may have Special Educational Needs are initially helped to access the National Curriculum in the classroom by means of differentiated or scaffolded work, a range of teaching styles, information technology and appropriate groupings. For some children this provision will be sufficient for them to thrive, for others it may not be. The process we follow can be summarised as follows

1. Once a child has been identified as possibly having SEN they will be closely monitored by staff to gauge their level of learning and possible difficulties.
2. When a class teacher has concerns about low or poor progress by a child he/she should make a referral to the SENDCo and complete the Step 1 Referral Sheet.
3. The child's class teacher will take steps to provide differentiated learning opportunities, when appropriate, to aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be used
4. The SENDCo will be consulted as needed, for support and advice and may wish to observe the child in class and/or carry out a more detailed assessment of the child's needs.

5. During the parts of the process noted in 1-3 it will be determined which provision the child will need going forward.
6. If a child has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
7. Parents / Carers will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information with the school.
8. The child is recorded by the school as being under observation due to concern by parent or teacher, but this does not automatically place the child on our SEN register

Where progress continues to be less than expected the teacher will talk to the Inclusion Manager/ SENDCo and the teacher will complete an 'Internal Referral' form.

At this point the Inclusion Manager will assess/observe the child to determine whether the child has SEN.

In deciding whether to make special educational provision, the teacher and the Inclusion Manager/SENDCo will be involved. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress will be considered. This includes high quality and accurate formative assessment, using effective tools and early assessment materials

Where it is determined that a pupil does have SEN parents will be formally advised of this and the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place to remove barriers to learning.

- All parents will be informed that the school thinks their child has SEN.
- Pupils identified with SEN will have an SEN support plan (SSP).
- The SSP will be drawn up in full consultation with parents / carers and the child if appropriate.
- If the child does not have SEN but is struggling the SENDCO will give the teacher advice and strategies for use in the classroom.

For higher levels of need, the Inclusion Manager may make arrangements to draw on more specialised assessments from external agencies and professionals.

Some children may be significantly below their age related expectations because of their SEND. For such pupils it is important to assess their learning using a wider range of materials than non-SEND pupils. This may be different for every child. KLIPS can be used to determine at which chronological point in the curriculum the child is working. As with all children, pupils with SEND should be set targets that reflect their individual needs. They will have a support plan which details specific targets for them to work towards.

Pupils not accessing the Y1 curriculum will be assessed using PIVATS until they attain a level P8a. This will ensure that a child has fully met all 8 levels of the P Level descriptors and are ready to access the Y1 curriculum. From this stage they will be assessed using the Y1 Assessment without Levels assessment system. (Alternatively – if deemed appropriate PIVATS may be continued). The decision about the type of assessment to be used will be made after discussions between the Inclusion Manager and Class Teacher.

Children who are assessed using PIVATS will have their assessment data reported on the whole school tracking system as a P Level score but individual small step progress will also be recorded elsewhere.

FOUR BROAD CATEGORIES OF SEND NEED

- Communication and interaction (Including Speech, language and communication difficulties and ASD)
- Cognition and learning (MLD, SLD, SpLD and PMLD)
- Social, emotional and mental health difficulties
- Sensory and or physical needs

Other factors which may impact on progress and attainment that are NOT SEN may include;

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

FURTHER DETAIL ABOUT HOW WE DRAW UP THE SUPPORT PLAN

The support provided consists of a four part process:

Assess

Plan

Do

Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

ASSESS

This involves clearly analysing the pupils needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experiences of the parents. The pupil's views and, where relevant, advice from external support agencies, will also be

considered. The analysis will require regular review to ensure that support and intervention is matched to need and that barriers to learning are clearly identified and are being overcome. The Inclusion Manager/SENDCo use a variety of additional assessments to support class teacher assessments in order to identify pupil's needs. [Assessment Toolkit].

PLAN

Planning will involve the Inclusion Manager, teacher and parents as appropriate to agree the support and interventions that are required. All those working with the pupil, including support staff, will be informed of the pupil's individual needs. School support plans are put in place for children on SEN support and children and parents are informed and targets shared. Parents are invited to a meeting with the Inclusion Manager termly to discuss the progress of their child.

DO

The class teacher remains responsible for working with the child on a day-to-day basis, even where interventions may involve group work or one to one teaching away from the class teacher. The class teacher will work closely with support staff to assess the impact of the interventions and links with classroom teaching. Support with further assessment of the child's strength and weaknesses, problem solving and advising of implementation of effective support will be provided by the Inclusion Manager.

REVIEW

Reviews of the child's progress will be made regularly. The review process will evaluate the impact of the interventions and support. It will also take into account the views of the pupil and where necessary their parents. The SENDCo and class teacher will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with parents and pupils.

Occasionally a child may need more expert support from an outside agency. A referral will be made, with parental consent.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

- Children who are on SEN support will be on the School SEN register. They will be given a school support plan (SSP) which will be devised in conjunction with pupil, parents, teacher, Inclusion Manager/SENDCo and any other professionals involved.
- SSPs will be reviewed on a termly basis by the teacher, our Inclusion manager, pupils and parents. SSPs will be discussed and monitored in pupil progress meetings.
- The level of provision a child receives depends on the individual child's needs.
- Holland Moor Primary school has a provision map detailing all the SEN provision for the children on SEN support.
- The SENDCo and teacher are responsible for ensuring the Support Plans are kept up to date.

- If a child still remains a concern and is not making expected progress, outside agencies and specialist teachers may need to become involved. Statutory assessment (referral for an Education and health care plan) may need to be considered and the involvement of the School Educational Psychologist. At this stage the **Early Help Assessment** form (EHA form) will be the main tool for gathering information about the child.

The EHA is completed with parents/carers by school Inclusion manager, other member of school staff and/or by any outside agency involved and will include information on:

Early development and medical history;
 Relevant family background;
 Attainments in Literacy and Numeracy and National Curriculum levels;
 PIVATS assessments;
 Chronology of action already undertaken to help the child;
 Summative and confidential reports detailing intervention and previous provision including from outside agencies;
 Parent/carer views and those of the child.

The school is able to call on the services of the Educational Psychology Service, IDSS (Inclusion Disability Support Service), Nurse and Doctor, Speech and Language Therapy Service, Education Welfare Service, Pupil Referral Service, Child and Adolescent Mental Health Services (CAMHS) and Social Services. The School Nurse and Doctor also give access to outreach services for the Visually and Hearing Impaired and to the Physiotherapy and Occupational Therapy services.

Once the EHA has been completed, regular Team Around the Family (TAF) meetings should be held to which parents, teachers and all agencies working with the child are invited. A record of the meeting should be completed on the TAF form.

Copies of EHA forms and TAF forms should be sent to all involved with the child and to the CAF database.

REFERRAL FOR EDUCATION, HEALTH AND CARE PLAN (EHC)

If a child has lifelong or significant difficulties then they may undergo a statutory assessment process which is usually requested by the school but can be requested by the parents. This will occur when the complexity of need or lack of clarity around the needs of a child are such that a multi agency approach to assessing that need to planning provision and identifying resources is required.

The application for an EHC will combine information from a variety of sources.

Parents
 Teachers

Inclusion manager/SENDCO
Social care
Health professionals
Educational psychologist

Information will be gathered relating to the current provision provided. The decision will be made by a panel of professionals from education, health and social care about whether a child is eligible for an EHC plan. Parents have the right to appeal against the decision not to initiate a statutory assessment which leads to an EHC plan.

Further information about EHC's can be found via the SEND local offer on the school website or follow this link.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities>

CRITERIA FOR EXITING THE SEN REGISTER

Where specific planned provision has been successful and significant progress has been made they should then be removed from the SEN register and progress monitored in class to ensure progress continues.

SUPPORTING PUPILS AND FAMILIES

For further information on EHC plans and special needs please follow this link to the **Lancashire Local Offer**.

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

For information on Holland Moor Primary School SEN Information Report please see our school website under 'Inclusion'

<http://www.holland.lancsngfl.ac.uk>

PARENT PARTNERSHIP

Information Line

Monday to Friday 8am to 5pm

Tel: 0300 123 6706

Email: information.lineteam@lancashire.gov.uk

ADMISSIONS

Pupils with special educational needs will be admitted to Holland Moor Primary School in line with the school's admissions' policy. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

TESTS/EXAMS

Children with SEND may qualify for support during tests and exams in line with the access Arrangements (previously called Special Arrangements) and Special Considerations (in the event of “adverse circumstances beyond their control”)

TRANSITION

Holland Moor Primary school has good links with local secondary schools and Key stage 2/3 transition packages are organised on an individual needs basis.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- Holland Moor Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Children with a medical condition will be placed on a school medical register. In some circumstances a child will need a care plan, written in conjunction with the school nurse, parents and Inclusion manager.
- Parents will complete a medical form if they require medicine to be administered to their child during school hours.
- Medication will be kept in the locked medical cabinet in the school office.

Please see Holland Moor Primary School ‘Supporting Pupils with Medical conditions’ policy in the school office.

MONITORING AND EVALUATION OF SEND

In order to make consistent, continuous progress in relation to SEN provision, the school encourages feedback from staff, parents, and pupils throughout the year.

- Holland Moor Primary school evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils in line with the SEN code of Practice.
- To ensure quality of our SEN provision the school will conduct regular audits this involves: lesson observation, book scrutiny, data analysis of intervention programmes, pupil progress meetings, seeking of parent/pupil views monitoring staff CPD, Termly SENDCO network meetings.
- SEN provision is recorded and monitored on a SEN provision map. This is updated termly by the Inclusion manager/SENDCo. The interventions are monitored and evaluated termly by Inclusion manager/SENDCo and information is feedback to parents, staff and

governors. Children are assessed either termly or at the end of a programme of intervention. This helps to see whether the intervention is effective. Parents are invited to see Inclusion manager about their child's progress.

TRAINING AND RESOURCES

- SEND provisions are funded through higher needs block funding and pupil premium funding.
- 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. These needs are identified through staff performance management/appraisals.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCOs regularly attend the SHARES SENDCO Forum (network meetings) and the Lancashire Primary Cluster groups in order to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

SENDCo

The acting Special Needs Co-ordinator (SENDCo) at Holland Moor Primary School is Michael Beale. Naomi Holland is the Inclusion manager. The role of the Inclusion manager/SENDCo is:

To oversee the operation of the SEN Policy and co-ordination of provision for children with special educational needs;

To liaise with and advise teachers and learning support assistants;

To maintain the school's special needs register and oversee individual children's needs;

To liaise with external agencies including the LA's support and educational psychology services, health and social services;

To seek to develop effective ways of overcoming barriers to learning and sustain effective teaching through the analysis and assessment of children's needs;

To develop a school support plan for children having SEN support.

To help class teachers maintain records in the form of Individual Education Plans with reviews of outcomes resulting from working on specific targets.

To be responsible for provision and organisation of resources, ensuring awareness of their location and their appropriate use;

To build confidence and understanding through keeping staff informed about changes to the SEN Code of Practice, to arrangements and to provision.

THE ROLES OF THE HEAD TEACHER AND GOVERNING BODY

The Governing Body has identified a governor (Beryl Trainor) to have oversight of special educational needs provision in the school and to

ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. (For roles of governing body CoP Section 1:16 – 22, 1:39.)

The Head Teacher and Inclusion manager will identify areas for development in special educational needs and this will be included in the school's development plan.

Reports on SEN provision are presented to the Governing Body yearly.

The Governing Body produces an annual report on the school's provision for special educational needs, providing information on:

Access arrangements;

The identification and assessment of pupils perceived as having special educational needs;

Teaching and staffing related to meeting the needs of such pupils;

How the school works in partnership with agencies outside school.

THE ROLE OF TEACHING STAFF AND ASSISTANTS

All teaching staff and assistants are responsible for differentiating the curriculum for pupils with special educational needs and for monitoring their day to day progress in order to plan for their needs.

The Inclusion manager/SENDCO, together with SLT will review and monitor the progress made by SEN children through tracking results of summative assessments. (See Assessment Policy) Inclusion manager will attend pupil progress meetings.

The Inclusion manager/SENDCO, together with curriculum co-ordinators, will review and monitor the effectiveness of resources and other curriculum material.

All staff will work closely with the Inclusion manager to keep her fully informed of pupil need.

The designated teacher with specific safeguarding responsibility and responsible for managing PPG/LAC funding - Michael Beale

STORING AND MANAGING INFORMATION

Information collected about a pupils SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupils parents, the headteacher or the Inclusion manager, unless the school has safeguarding concerns.

Confidential information regarding a pupil's SEN is kept in the pupil's SEND file. This is kept in a locked filing cabinet in the inclusion room.

REVIEWING THE POLICY

The SEN policy will be reviewed annually.

ACCESSIBILITY / ACCESS FOR DISABLED

To ensure access for pupils or parents with disabilities the school has disabled access as described in the school's Accessibility Plan. Please also see Local offer on the school website for SEN information.

COMPLAINTS

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the Inclusion manager and class teacher will arrange a further meeting with the parent/carers.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty the parents concerns should be put in writing to the SEN Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

BULLYING

Please see our school anti bullying policy on the website.

The SEN Report can be found using the following link

<https://holland.lancsngfl.ac.uk/wp-content/uploads/2025/02/SEN-Report.pdf>