

HARTLEY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

*Revised summer 2016, in the light of the new Code of Practice, CURRENTLY
AWAITING RATIFICATION BY THE GOVERNING BODY*

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”

from the forward to the Code Of Practice, July 2014

For more details of Hartley’s Local Offer for pupils with SEND and the SEND information report, as well as some frequently asked questions about SEND provision at our school, please see these documents elsewhere on this website on the About Us page, in the Policies section. These documents, along with this policy, will be revised annually and any changes occurring during the year will be updated as soon as possible.

DEFINITIONS

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

GUIDING PRINCIPLES

Special Educational Needs and Disability

Hartley Primary School has a strong focus on high aspirations and on improving outcomes for *all* its pupils. Teachers use appropriate assessment to set targets which

are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

Hartley wholeheartedly adopts the fundamental principles of the Code of Practice for Special Educational Needs, namely that

- Children with SEND should be offered full access to a broad, balanced and relevant education including the early years curriculum, the national curriculum and the Government/ Ofsted guidelines for teaching children who are attaining significantly below age related expectations, known as the P scales
- The views, wishes and feelings of the pupil should be sought and taken into account at all stages
- Parent(s)/ carer(s) (hereafter called the parents) have a vital role to play in the education of their child and should have their views sought and taken into account at all stages
- The pupil and the parents should participate as fully as possible in decisions, having been provided with the information and support necessary to enable participation in those decisions
- There should be close collaboration between education, health and social care services to provide support for pupils with SEND
- pupils with SEND should have their needs met, normally in mainstream schools or settings, alongside pupils who do not have SEND
- There should be early identification of pupil's needs and early intervention to support those needs
- There should be high quality provision to meet the needs of pupils with SEND.
- All teachers are teachers of SEND. Teaching such pupils is a whole school responsibility, shared by all those with a role in the pupils' education
- Due weight should be given to successful preparation for adulthood, including independent living and employment
- With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life.
- All professionals working with families should look to enable children and young people to make choices for themselves from an early age and support them in making friends and staying safe and healthy.

- Schools are required to have regard to statutory guidance '*Supporting pupils at school with medical conditions*' (see separate policy elsewhere on this website)

ROLES AND RESPONSIBILITIES

The designated person for coordinating SEN & disability provision is the **Inclusion Leader**. This is a non-class based role. The Inclusion Leader can be contacted through the school office. Her duties include

- Coordinating the drawing up, audit and review of inclusion policy, procedures and practices under the new code of practice, future government legislation and borough guidelines
- The day to day operation of the school's inclusion policies
- Drawing up and overseeing the progression of annual inclusion development plans
- Maintaining the SEND register and the list of pupils causing concern
- Overseeing the records of all pupils with SEND
- Supporting class teachers in drawing up, implementing and reviewing action plans (old Individual Education Plans) for all pupils at school support stage (lower), under the "Assess, Plan, Do, Review" model
- Recruitment and deployment of LSAs (learning support assistants)
- Performance management/appraisal of LSAs
- Line management of the inclusion team (learning support, EMA and pastoral teams) and coordination of their timetables
- Maintaining an overview of the team's work and record keeping
- Leading weekly team meetings/ training sessions
- Overseeing the advising and support of all teaching staff in inclusion matters
- Liaising with the inclusion link governor
- Liaising with all relevant external agencies and facilitating their work within the school
- Liaising with curriculum coordinators
- Liaising with parents, overseeing their involvement in the assessment, planning, implementation and review of their child's plan and in understanding policies and procedures
- Coordinating provision for pupils with SEND, both internally and externally
- Referrals to outside agencies
- Contributing to the in service training of all staff
- Attending cluster/ locality meetings and disseminating information to all staff
- Gathering evidence, preparing and presenting cases to the LA to gain top up or "high needs funding" for those pupils with a very high level of need
- Promotion of inclusion matters in the school community
- Overseeing links with feeder and other schools to ensure smooth transition and transfer
- Overseeing meetings including termly and annual reviews and action plan meetings

- Fulfilling the role of Designated Teacher for the Support of Looked After Children
- Liaising with the Child Protection Officer as necessary
- Liaising with the Head Teacher on allocation and use of the inclusion budget
- Ordering and management of equipment and resources
- Induction of new staff in inclusion policy and procedures
- Data input and analysis
- Monitoring, evaluation and measurement of impact of provision
- Overseeing assessment of new entrants/concerns
- Drawing up care plans with the input of the School Nurse/ relevant medical professionals and parents
- Overseeing arrangements for pupils taking medication, both short term and long term
- Maintaining Allergy and Asthma registers, and Care Plan and medication records
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The role of the **Learning Support Teacher**

- Continuous liaison, review and planning with the Inclusion Leader
- Joint line management of LSAs
- Modelling ways of working for LSAs and class teachers
- Working with a caseload of pupils, all at the high needs end of those at school support stage and those with a Statement of Educational Needs or an Education and Health Care Plan
- Supporting the learning of her caseload of pupils, through some direct teaching, providing resources, advising class teachers, support staff and parents
- Planning, delivering, recording and assessing the support she delivers
- Ensuring that all support programmes and interventions for her caseload are in place and running effectively
- Regular liaison with class teachers of supported pupils (once a fortnight)
- Liaising with parents, both informally and at more formal half termly meetings, to review and plan
- Working closely with external agencies regarding her caseload of pupils
- Coordinating the drawing up of action plans and annual review reports for her caseload
- Attending all reviews and action plan meetings for her caseload
- Contributing to team meetings and LSAs professional development
- Linking with feeder schools as necessary, regarding new entrants or leavers on her caseload

The role of the **Class Teacher**

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.” Code of Practice, 2014

- Identification of needs or concerns
- Making observations and assessments of pupils causing concern
- Seeking and taking account of pupil’s and parents views
- Setting appropriate learning objectives and success criteria for all pupils
- Providing high quality teaching, via appropriately differentiated, challenging and stimulating activities for all pupils
- Researching all relevant records for information
- Informing inclusion leader/ learning support teacher of any new concerns or significant developments
- Liaising with inclusion leader/ LST/LSAs/ outside agencies to ensure appropriate provision is in place for all pupils
- Implement and review action plans and support programmes
- Maintaining records and assessments to monitor progress and inform planning

The role of the **Learning Support Assistant**

- To assist teachers in the furtherance of agreed education programmes and in the care and management of pupils
- To keep records, attend reviews and planning meetings and monitor progress for supported pupils
- To promote independence and assist with self-help skills
- To supervise pupils with SEND during break and lunchtimes
- To undertake personal and physical management programmes
- To liaise with parents and carers of supported pupils
- To liaise with external agencies as necessary
- To attend weekly team meetings and to take part in relevant professional development opportunities, reflecting on their own practice and applying what they have learned

The role of **Learning Mentors/ Family Support Worker**

- To help pupils overcome any barriers to learning they may have, through strategies such as one to one work, small groups, in class support, lunchtime activities and other initiatives
- To ensure a smooth transition for mid phase admissions
- To work with the staff on attendance and punctuality issues
- To attend regular Safeguarding meetings
- To oversee peer mediation, playground pals, buddy systems, young translators, anti-bullying initiatives etc.
- To coordinate the work of the school council
- Close liaison with secondary schools regarding transitions
- Liaison with inclusion leader and leadership group as necessary
- To act as a point of contact and source of advice for parents
- Coordinating access to Triple P provision for parents
- To build good home school relations through the parents' welcome group and other support groups and initiatives

Other **School Staff**

- All staff have a duty of care to all the pupils
- The successful inclusion of all pupils is the responsibility of all members of the school community
- All are encouraged to attend appropriate professional development opportunities
- All share knowledge/concerns etc. with relevant staff
- All implement support programmes as necessary
- All assist in the care and preparation of learning materials

ADMISSION ARRANGEMENTS

- All children have equal entitlement to entry to Hartley
- The admission arrangements for pupils with SEND do not differ from the arrangements for other pupils

FACILITIES, ACCESS AND SPECIAL PROVISION

- Hartley is a three/four form entry mainstream primary school spread across three buildings
- Hartley has no special units attached
- There is a small sensory/ focused activities room on the ground floor
- Opportunities are explored for extending provision and access for pupils with SEND are
- See ACCESSIBILITY PLAN 2012-2015 below (due to be updated Summer 2016)
- There is a hygiene room on the ground floor
- The nursery building also has showering facilities

- The ground floor of the main building is accessible for wheelchair users but there are no means of accessing the upper floors
- All floors of the new building are accessible by lift
- The two lower halls, a staircase, the dining hall and a classroom on each floor are protected with Derma Guard. This is a UV filter membrane which was installed to provide protection for a pupil with severe light sensitivity. The new building and the new dining hall also have some level of Derma Guard protection
- Several staircases have yellow edged steps to improve access for pupils with visual impairments
- Relevant staff are trained in medical procedures as necessary, e.g. use of EpiPen, administering rectal diazepam

IDENTIFICATION AND ASSESSMENT

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Pupils with SEND are identified in a variety of ways and may have particular requirements when it comes to assessment. Needs are identified and progress measured in the following ways.

- Monitoring by the teacher as part of ongoing observation and assessment
- The outcomes from baseline assessment results
- Performance against the level descriptors within the school's assessment criteria
- Performance against the level descriptors within the P scales
- Through Pupil Progress Meetings
- Use of the Developmental Journal for those with SEND in Early Years
- Use of the B Squared assessment programme
- Use of QCA assessments and SATs results
- Records and information from previous schools and settings
- Records and information from outside agencies
- Parent's and pupil's views and perceptions
- Records kept by the LST, Learning Mentors and LSAs

All aspects of a child's performance are considered to establish whether any issues they have are due to their early stage of English acquisition or arise from SEND.

All staff are involved in the ongoing cycle of AfL (Assessment for Learning) and the **Assess, Plan, Do, Review** model. Class teachers take the lead in this process, in consultation with the Inclusion Leader or LST as appropriate.

Pupils are considered individually; slow progress, low attainment and or behavioural issues do not necessarily mean that a child has SEND. Equally, it is not assumed that attainment in line with chronological age means that there is no difficulty.

For some children, SEND can be identified at an early age. However, for others, difficulties become evident only as the pupil develops. All staff will be alert to emerging difficulties and respond early.

AREAS OF NEED

Hartley recognises and records difficulties pupils may have in four broad areas.

Communication and Interaction (C&I)

a) Pupils 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.

b) Pupils with autistic spectrum disorder (ASD) 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 (C&L)

Support for learning difficulties may be required when pupils 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 children are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication, 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)

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

Sensory and/or physical needs (SD) (PD)

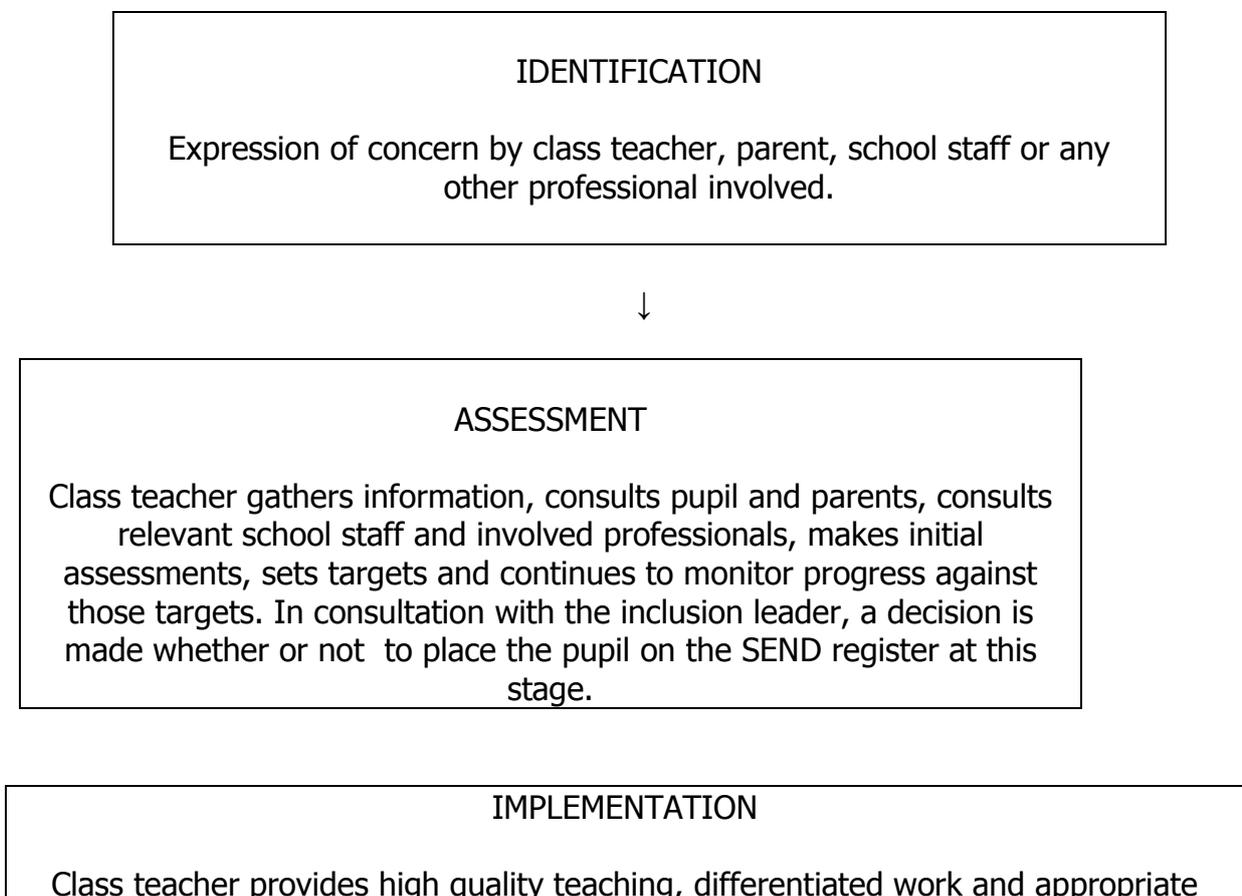
Some pupils with a physical disability or a sensory disability require additional ongoing support and equipment to access all the opportunities available to their peers.

In practice, individual pupils often have needs that cut across all these areas and their needs may change over time. At Hartley, detailed assessments of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will be based on a full understanding of their particular strengths and needs and will seek to address them all.

STAGES OF SPECIAL EDUCATION NEED

SEND support at Hartley takes the form of a graduated, four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs.

A graduated approach to identification, assessment, planning, implementation and review is followed, according to the guidance given in the Code of Practice.



interventions, implements relevant programmes and provides necessary resources, and keeps parents informed and involved.



REVIEW
Termly review of pupil's progress, pupil and parents consulted and their views taken into account, as are those of relevant staff and professionals



Pupil making good progress, no longer a cause for concern.

Pupil not making good progress but not enough evidence has been gathered/ time for strategies to work etc./ strategies and interventions adjusted.

Pupil not making good progress. Using evidence gathered, those involved draw up action plans. Inclusion leader puts pupil on SEND register and oversees appropriate school support.
SCHOOL SUPPORT (lower) STAGE BEGINS



Further termly reviews of those with SEND at school support (lower) stage. Pupil and parents consulted and their views taken into account.



All targets achieved, pupil no longer causing concern, child comes off the SEND register, continue to monitor progress.



Some progress made, action plan amended, support arrangements continued/ revised, continue at school support (lower) stage.



Pupil not making enough progress, action plan amended, support arrangements continued/ revised. Referral made to appropriate external agency(ies), consider applying for high level needs top up resource funding.

**SCHOOL
SUPPORT
(higher) STAGE
BEGINS**

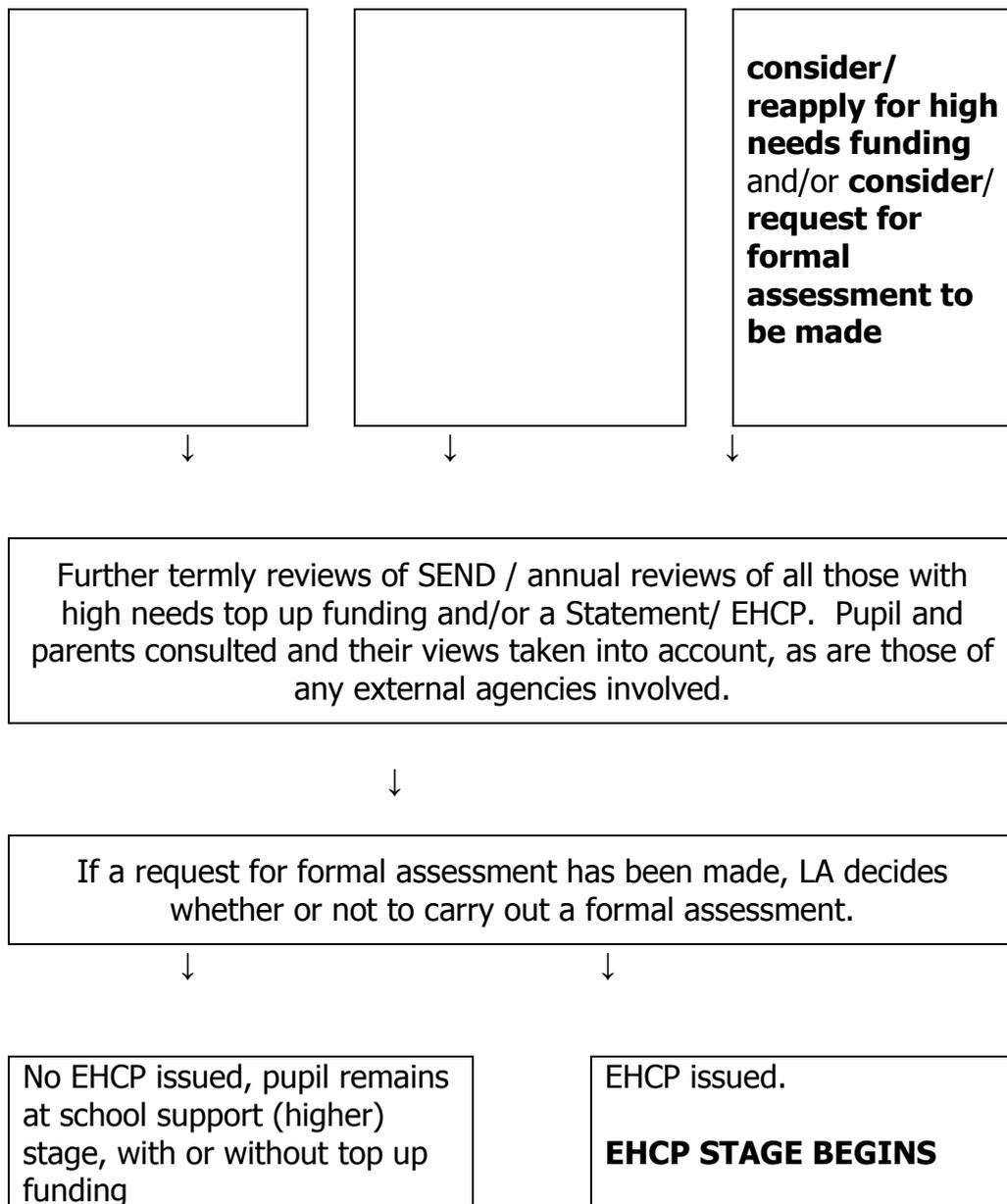
Further termly reviews of SEND at school support (higher) stage. Pupil and parents consulted and their views taken into account, as are those of any external agencies involved.



All targets achieved, child no longer needs external agency support, returns to school support (lower) stage.

Some progress made, action plan amended, support arrangements continued/revised, continue to involve outside agencies, continue at school support (higher) stage, with or without top up funding

Pupil not making enough progress, action plan amended, support arrangements continued/ revised, outside agencies continue involvement/ further referrals considered/ made



These stages may be condensed as necessary, e.g. a pupil entering nursery who already has a diagnosis of SEND and outside agency involvement would begin on the School Support (higher) stage, or a significant event such as bereavement may lead to a pupil, previously of no concern, to “jump” to School Support (higher) stage with high levels of support from learning mentors and referral to external agencies for counselling etc.

“Progress” can include progress in areas other than raw attainment scores, for example where a pupil has made progress with wider social and personal development *or* has learned an important life skill *or* has learned to apply knowledge in a new environment *or* achieved independence in a skill previously requiring support, etc.

REVIEW PROCEDURES

- Reviews are generally held termly, more frequently if appropriate
- All relevant school staff involved meet to review progress and set new targets for those already on the SEND register, including input from any external agencies involved
- Those pupils causing concern but not on the register are also reviewed and any new concerns are discussed
- The class teacher (and LST, if on her caseload) then writes up provisional new action plans
- Parents and pupils are consulted, their views recorded and taken into account and any consequent alterations to the action plans made

Annual reviews

- In addition to these reviews, pupils for whom high needs funding has been granted and those with more complex needs at school support (higher) have annual reviews
- All those involved, including the pupil, are invited to attend and are given the opportunity to provide a written report
- A SEN officer from the local authority is invited to all reviews.
- Areas for discussion and any external reports received in time are circulated before the review so that all can consider them
- The meeting is led by the inclusion leader
- The reviews are Person Centred and focus on the whole child
- The pupil's views, parents' views, and the views of all professionals involved are heard, reports are considered and progress over the last year is assessed
- A new action plan is discussed and any amendments in the light of the review are made
- A provisional date is set for the next annual review
- Following the annual review, any recommendations of the review meeting are acted upon
- Standard annual review forms are completed by the inclusion leader and sent to the LA
- Notes from the meeting are circulated to all those invited
- Any reports brought to the meeting are also circulated

RECORD KEEPING

- Files on pupils causing concern and those on the SEND register are kept securely by the inclusion leader in her office
- All staff involved have access to these files through the inclusion leader
- Class teachers keep current action plans and other relevant paperwork in their classroom files
- Pupils at the school support (higher) stage/ who have a statement of SEND/ an EHCP, have a purple file kept in their classrooms with all current relevant information in for all those working with the child to access
- Summary information on pupils with SEND/ medical need is kept on the SIMs system and updated after each review round
- Statistics broken down by class, primary need and stage are given to the Head/ governors at the end of each review period
- Pupils with SEND in Early Years have their progress measured using the Early Learning Goals/ Developmental Journal
- Pupils with SEND from year one upwards have their progress measured using the school's assessment framework
- If pupil's attainment has not yet reached the first level of this framework, their progress is measured using the P scales
- Pupils on P scales have their attainment measured using the B squared assessment framework, whereby each P scale is broken down into small steps, so that progress within a P scale can be measured

PARTNERSHIP WITH PARENT(S)/CARER(S)

- Parents have a responsibility and a vital role to play in the education of their children. Their knowledge of their child, their observations, feelings and perceptions are crucial when considering how best to help a pupil, whether or not the child has SEN or a disability
- If parents are actively involved and engaged then the work of schools and other professionals will be more effective
- All parents can access this policy, the school's Local Offer and the school's Information Report through the website. Copies can be obtained on request
- Information of interest is displayed on external notice boards and through newsletters/ flyers
- All parents have the opportunity to discuss their concerns at morning and afternoon handovers, at open evenings and/or by contacting the class teacher/inclusion leader/LST at any time
- If class teachers have a concern they will discuss it with parents at the earliest opportunity
- Parents will be consulted at all stages of concern, their views recorded and given due weight
- Parents involvement in support programmes, strategies and action plan targets will be encouraged and facilitated
- Parents will be given the opportunity to discuss their child's progress with the class teacher / LST at the time of each termly review. If they are not able to

make a meeting, they are invited to suggest alterations to the action plan or alternative targets or otherwise make their comments in writing

- The school will, either through its own resources or by using the Language Shop facility, provide translators to assist at meetings if required
- Hartley will provide advice and support to parents who may feel anxious that their child is described as having a special educational need or disability or who feel daunted by the procedures involved (often through our learning support teacher or our family support worker)
- The school will inform parents of any people or organisations, both within and without the school, who might be of interest or assistance to them, including information on the Newham Parent Partnership, the parents' support network
- The family support worker facilitates a support group for parents of pupils with SEND
- Families of pupils with SEND are invited to a termly event/ visit to facilitate an informal network of support for each other

PUPIL PARTICIPATION AND INVOLVEMENT

- Hartley recognises that pupils have a right to obtain and make known information, to express an opinion, and to have that opinion taken into account in any matter or procedure involving them
- The ways in which children are encouraged to participate should develop appropriately to reflect the child's stage of development and level of need
- All pupils are set individual learning targets. These are discussed with the pupil by his/her class teacher
- Those children with action plans will also discuss their programme with their class teacher and/or LST/LSA, as part of the review process and in day to day work, and their views will be recorded and give due weight
- In line with the pupil's level of need and stage of development, staff will provide clear and accurate information about the purpose of any assessments, action plans or interventions and ensure that the pupil understands how he/she can be a partner in working towards their goals
- Staff will consult with pupils who need individual support to ensure that such support is provided in a timely and sensitive way, e.g. an LSA comes to help "this whole group" rather than draw attention to the child who doesn't want her peers to know about her hearing loss
- Pupils' views will always be sought and recorded as part of reviews and reports
- Pupils will be invited to at least part of their annual review meeting and their views will be gathered as part of the preparation.
- Pupils have an active part to play in setting their own targets, e.g. selecting the next 10 words to add to their sight vocabulary or which multiplication facts to focus on this term
- The involvement of a learning mentor as a pupil support or advocacy service will be considered, as appropriate
- The inclusion leader is the Designated Teacher for Looked After Children and acts as an advocate for such pupils
- Very young children and older pupils with severe learning, sensory or communication difficulties may be unable to make their views and wishes known without additional help. Staff will be sensitive to the pupils they work with every day, to the ways the child expresses his/her feelings, views and preferences.

FUNDING FOR SEN SUPPORT

- Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for Hartley to provide high quality appropriate support from the whole of its budget as part of its normal budget planning
- A clear description of the types of special educational provision Hartley can normally provide, to help parents and others to understand what they can normally expect for pupils with SEND, is available via the school's Local Offer, available on the website
- Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The responsible local authority, usually the authority where the child or young person lives, provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.
- Access to this funding is via twice yearly cluster and High Needs panel meetings. The inclusion leader gathers information, completes a profile on the pupil, provides a detailed support plan and presents the case for consideration to a panel of peers, who moderate provision and claims. Successful cases are presented at panel for further consideration and moderation. Those cases accepted for top up funding receive additional monies according to LA procedure and guidelines (available on request)

TRANSITION ARRANGEMENTS

Advanced planning for transition is essential, whether it be between schools, phases or annual changes of classroom and teacher.

Between primary and secondary schools

- Those children with high level needs or those with disabilities transferring to secondary school have individualised arrangements made
- During Year 5, a transition review is held. In addition to parents and all those involved with the child, an SEN officer and staff from the prospective receiving school are invited.
- At the review in Year 5 it should be possible, in most cases, to give clear recommendations as to the type of provision the child will require at the secondary stage. Parents can visit secondary schools and consider options
- The annual review for Year 6 pupils is held in the autumn term. Details can be finalised and there is time for professionals involved to meet and make appropriate plans

- During the summer term of Year 6 all pupils make a visit to their receiving secondary schools. Those pupils whom it is felt would benefit are taken on additional familiarisation visits by the inclusion team
- Relevant staff liaise and records are transferred during the summer term and the staff at Langdon and other feeder schools are invited to come in to meet the pupils and staff concerned

Between primary schools

- When it is known that a child with SEND is to leave Hartley mid-phase, the class teacher seeks to find out the name of the pupil's next school. Hartley then contacts the receiving school to inform staff of the situation, forward records and set up a meeting if required
- If the receiving school is not known at the time of leaving, parents are asked to inform us as soon as they have a place. Failing that, when the receiving school contacts Hartley asking for records, office staff inform the inclusion leader who then contacts the school and forwards any relevant records

Between phases/year groups

- All children meet their new class teacher and visit their new classroom in July
- Pupils who need more than this have individual transition plans drawn up. These might include extra visits to new environments with their LSAs, extra time spent with their new class teachers, the receiving teacher spending time with the pupil and his or her LST/LSA/class teacher in the current classroom, taking familiar objects to the new class and a book of photos of new places, new staff etc. to take home and share over the holidays
- The LST/LSA will discuss the move with the child, answering questions and dealing with anxieties
- Parents are fully involved. There is a chance to meet the new class teacher, transition plans are discussed and can be followed up at home
- The inclusion leader/LST and the receiving class teacher meet to discuss pupils causing concern, go through action plans etc. in July
- Current and receiving class teachers meet to exchange information and class records

INCLUSION STRATEGIES

- The whole school community recognises that all pupils should have access to a broad and balanced curriculum
- All pupils have access to high quality first teaching, where learning is differentiated to meet the needs of all pupils
- LSA and LST support is given mostly in the pupil's classroom
- In certain circumstances pupils may be supported in another context, e.g. intervention groups

- Also, access to special equipment or resources may necessitate a pupil or group being supported in a different context e.g. use of nursery facilities, soft play equipment, the sensory room
- Every pupil on our roll is fully included in all aspects of school life e.g. educational visits, after school clubs, concerts, good work assemblies, fund raisers and special events
- Pupils who attend special schools part time, or who receive support from the Hospital Home Tuition Service, are the subject of liaison meetings and the joint drawing up of action plans to ensure the minimum disruption to their education

MONITORING AND EVALUATION OF SEND PROVISION

- The Inclusion Leader compiles a termly report on inclusion to present to the governing body who then monitor provision
- The Inclusion Link Governor meets regularly with the inclusion leader to deal with any issues
- Inclusion is a matter for all staff. It is led and overseen by the inclusion leader, and the Leadership Group monitor it as part of their programme
- Any specific issues raised during observations are passed on to the inclusion leader/ Phase Leader accordingly
- The Head Teacher and inclusion leader have half termly liaison meetings

IN- SERVICE TRAINING

The quality of teaching for pupils with SEND, and the progress made by pupils, will be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

- Hartley endeavours further to promote good practice by raising awareness of good inclusive practice and providing appropriate professional development, delivered either by the inclusion team or by outside agencies
- Training needs are prioritised according to government and LA initiatives and the School Improvement Plan
- The inclusion leader monitors provision and inclusion and will prioritise the need for training based on her findings
- The inclusion leader attends relevant professional development opportunities, and attends cluster/locality group meetings.
- The inclusion leader draws individual staff members' attention to courses that would be of benefit e.g. an ASD course for the teachers receiving our pupils with autism
- All new members of staff, whether permanent or temporary, receive induction training from the inclusion leader within their first two weeks at Hartley. Policy and procedure are explained as well as the needs of individual pupils. An induction pack is also given.

- In addition, new LSAs are given extra support by the LST in their first few weeks
- They are also encouraged and supported to go on relevant courses, if funding allows
- Which training they attend depends on their stage of professional development and the needs of the pupils they support
- LSAs have fortnightly team meetings where training is given

EXTERNAL AGENCIES

Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's area of need, Hartley will consider involving outside specialists. Parent's permission is sought and they are kept informed throughout.

Outside agencies regularly involved in supporting pupils and staff include

- Speech and language therapy (both through allocated sessions from an NHS therapist and via bought in services)
- Occupational therapy
- Physiotherapy
- LA's learning support services (e.g. Complex Needs & Dyslexia Service, the Language Communication & Interaction Service, Early Years Services, Behavioural Support Service, etc.)
- Educational psychology services (bought in)
- Newham's Child & Family Consultation Service
- Services for those with sensory impairments
- School nurses and doctors
- Epilepsy nurse
- Specialist nurses as appropriate e.g. from Great Ormond Street
- Child Development Clinic/ Developmental Advisory Clinic
- ICT support services
- Hospital Home Tuition Services
- Links with special schools/ resourced provision in the borough
- Social services
- Voluntary agencies
- Newham Parent Partnership

PRINCIPLES FOR RESOLVING DISAGREEMENTS

- decisions about provision for pupils will be made jointly by providers, parents, and children and young people themselves, taking a person-centred

approach, with the views of children, young people and parents taken into account when those decisions are made; decisions and provision will never come as a surprise to parents

- there will be open communication so that parents and pupils know where they are in the decision-making process, their knowledge and experience can be used to support good decision-making and they know the reasons why decisions have been made
- parents and young people will be given information and, where necessary, support so that they can take part in decision-making and complaints processes. Support can be provided by the school (e.g. through the inclusion leader or family support worker), by external agencies involved (e.g. through workshops offered post diagnosis or through joint parent-school staff training) or voluntary organisations (such as Newham's Parent Partnership service)
- A copy of the school's Complaints Procedure can be found on the school's website or from the school office
- in addition, the local authority will make known to parents and young people the possibility of resolving disagreements across education, health and social care through disagreement resolution and mediation procedures (see Newham's website)
- complaints about provision for pupils with statements/ EHCP can be made to the LA. Parents are informed of this procedure when the EHCP is written

May 2016

to be reviewed in Summer 2017

GLOSSARY

AfL assessment for learning

ASD autistic spectrum disorder

ICT information and computer technology

INSET in service education and training

LA local authority
LSA learning support assistant
LST learning support teacher
SEN/ SEND special educational needs / & disability
Triple P the Positive Parenting Programme

CURRENT STAFFING

Inclusion Leader Ann Murray
Learning Support Teacher Sonia Lahrar
Learning Mentors Bibi Ahmed, Sunita Sharma, Daniel Cox
Family Support Worker Louisa James/ Mowdud Choudhury from Sept 2015
Learning Support Assistants Shirley Cuming, Naseema Karim, Prity Varsani,
Zarina Afzal, Rukhsana Ahmed, Roshona Hussain, Leah Downes, Misba Ahmed,
Sharifa Yusuf, Hawa Liban, Forhana Ullah
Inclusion Link Governor vacant post

FURTHER DEFINITIONS

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.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Many children and young people who have SEN may have a *disability* under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they **must** publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.
- Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

HARTLEY PRIMARY SCHOOL

ACCESSIBILITY PLAN

2012-2015; DUE FOR REVIEW AUTUMN 2015

	targets	strategies	time frame	outcome
SHORT TERM	<ul style="list-style-type: none"> • ensure accessibility issues are at the forefront of all planning for expansion • make staircases 	<ul style="list-style-type: none"> • leadership group works closely with LA, governors, architects and contractors. Input from IET/local schools that have recently expanded 	Feb 2013	In Place

	<p>more accessible for those with VI</p> <ul style="list-style-type: none"> • explore accessible community visits • explore barriers to differentiation in the classroom 	<ul style="list-style-type: none"> • yellow edging to at least one staircase in each building • e.g. horse riding at Beckton • meet with various groups, e.g. teachers in year groups, pupils, support staff to discuss current practice and issues 		<p>Most done, 2 still to do</p> <p>Sessions run every Tuesday</p> <p>Ongoing, at SEND reviews</p>
MEDIUM TERM	<ul style="list-style-type: none"> • involve the school community in developing accessibility in the new and current sites • ensure good physical access to the new site and between sites 	<ul style="list-style-type: none"> • consult with staff, pupils and parents, ensure good communication regarding the changes • careful consideration given to the organisation of the new, larger school (physical, curriculum and communication) • e.g. toilet provision, lift access to all floors in the new site, 	Feb 2014	<p>All took place</p> <p>Ramp to the new building in place, internal lift in place.</p> <p>Inside</p>

	<ul style="list-style-type: none"> ensure curriculum access is improved in both sites support staff to even more effective differentiation in the classroom 	<p>ramps, playground space, lunchtime provision, logistics of moving between sites</p> <ul style="list-style-type: none"> e.g. access to good teaching areas, whole class and small group, relocate and refurbish sensory room/ soft play area, access to ICT after the suite is refurbished as a classroom through INSET and ongoing support with planning and provision 		<p>provision in place, see above re outside space</p> <p>Several well laid out and well-resourced small group rooms as well as new classrooms, sensory room redecorated, pupils have access to laptops/ tablets</p> <p>In place, monitored through the appraisal process</p>
LONG TERM	<ul style="list-style-type: none"> all the above ongoing Derma guard areas as necessary keep inclusion policies under review, ensure all other policies keep accessibility issues in mind at review ongoing INSET to teaching staff, support staff and 	<ul style="list-style-type: none"> e.g. new dining area, replacing Derma guard once its effectiveness is compromised inclusion manager and working party, ongoing e.g. teaching staff re classroom differentiation, 	Feb 2015	

	<p>governors around accessibility issues</p> <ul style="list-style-type: none">• continue to improve outcomes for all pupils	<p>midday staff re pupils with care plans, learning support staff re small group interventions</p> <ul style="list-style-type: none">• see SIP		
--	--	--	--	--