

## **Policy on the Identification and Assessment of Special Educational Needs**

### **Rationale**

The Code of Practice for Pupils with Special Educational Needs (SEN) July 2014 states that:

*“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.”*

The SEN Code of Practice is the guidance on the identification and assessment of Special Educational Needs.

At North Heath Community Primary School, we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations, suitable targets, a broad and balanced curriculum for all pupils, and a system for identifying the barriers to learning and participation. Our Local Offer (see website) outlines the range of support which could be provided for pupils in more detail.

### **Inclusion**

Inclusion is a process that maximises the entitlement of all pupils to a broad, positive, relevant and stimulating curriculum, which is delivered in the environment that will have the greatest impact on their learning. North Heath Community Primary School reflects a culture in which it adapts to meet the needs of its pupils and endeavours to provide the resources to enable this to happen.

### **Purpose / Context / Aims**

As a school we:

- recognise that some pupils have Special Educational Needs: cognitive, emotional, behavioural, physical *or with communication*
- identify the nature of the pupil's needs as well as acknowledge the skills, strengths and achievements of the pupil
- enable the pupil to have access to a broad and balanced education through the application of the School's aims, delivery of the National Curriculum and the ethos of the school
- assess the pupil's level of need, involving the pupil, teacher, parents and support staff in the process
- prepare a suitable programme of differentiated learning, involving outside agencies when appropriate, to respond to and meet the needs of the pupil (see Appendix A for list of outside agencies)
- monitor, evaluate, review and record the pupil's progress termly, considering the effectiveness of the provision and to plan future action
- help the pupil to feel valued within the school and wider community so that she/he will be able to realise her/his full potential
- enable the pupil to develop the knowledge, skills and attitudes necessary for participation, co-operation and enjoyment in establishing the foundation of life skills
- foster understanding and respect amongst all concerned for the needs of others
- follow the Code of Practice for identifying and supporting all pupils with Special Educational Needs
- involve parents in partnership throughout assessment, delivery and review of the SEN process
- ensure that pupils with special educational needs are integrated and have the opportunity of participating in all activities
- make particular arrangements for providing access to the curriculum and seek to ensure that these are implemented when necessary

### **Special Needs Code of Practice Stage Descriptors**

We are committed to the identification of and intervention for pupils who may have SEN. The school acquires information on pupils through on going assessment, testing, verbal/non-verbal monitoring and observation. If further information is required, outside agencies are approached, after parental consultation and permission is obtained.

The Inclusion Manager and class teachers are aware that pupils on the SEN Register, at whatever stage, are not fixed but transitory. Pupils' needs and progress are monitored to ascertain any changes that would mean moving up or down a stage, or being taken off the Register completely.

#### Nature of Concern- prior to being added to the SEN register.

There is a system in place for identifying pupils about whom there is some concern.

If a teacher has a concern about a pupil a 'Nature of Concern' form is completed, in discussion with the Inclusion Manager. (See Appendix B).

The pupil is then carefully monitored using the assess, plan, do and review process advised in the Code of Practice. If the expected progress is not made they may be put onto the SEN register for SEN School Support. Parents are invited to co-produce the targets for the pupils *Individual Progress plan (IPP)* by the class teacher. The Inclusion Manager may be present when appropriate.

#### Triggers for SEN School Support

The triggers could be the teacher's or others' concern, underpinned by evidence, about a pupil who despite receiving Quality First Teaching and differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If adequate progress is not made after a period of intervention and review, the teacher and Inclusion Manager may conclude that further support and advice is needed. With parental permission, referrals will be made to advisors from outside agencies. They will usually see the child so that they can advise teachers on new IPP targets and strategies or write a report. They provide more specialist assessments that can inform planning and measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

#### Request for an Education, Health and Care Plan

Once a pupil has demonstrated significant cause for concern over a period of time, despite ongoing intervention, a request for assessment for an Education Health Care Plan (EHCP) is made to the local authority. The request will be co-produced with the pupil, parents/ carers, teachers, and external agencies who are already involved.

In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress;

## North Heath Community Primary School

- information about the nature, extent and context of the child or young person's SEN;
- evidence of the action already being taken by the school to meet the child or young person's SEN;
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided;
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies

Whilst the local authority is making the assessment, the pupil will continue to receive support. Providing an EHCP is agreed, they initially give the parent/carer a proposed EHCP, followed by the final version. This process should be completed within 20 weeks of receipt of the request.

Further guidance and information regarding the EHCP process is available on the West Sussex Local Offer website, <https://westsussex.local-offer.org/> . There is a link to this website on the school's website too.

### Education, Health and Care Plan

The EHCP is reviewed annually to assess the pupil's progress towards meeting the *outcomes*, and new targets are produced. Reports of progress are collected and shared between the class teacher, Inclusion Manager, pupil, parents, and where appropriate, members of outside agencies and the head teacher. A report is submitted to the LEA no later than 10 days from the annual review meeting. The LEA decides whether to amend, cease or maintain the EHCP for a further 12 months.

### **Individual Progress Plans (IPPs)**

- *Class teachers use the IPP to support pupils, and direct Classroom Assistants to support pupils.*
- *The class teacher co - produces the IPPs in liaison with the parent, pupil and , if necessary, the Inclusion Co-ordinator*
- An IPP usually has no more than three targets. A pupil's needs may exceed this number but only three targets should be identified for the purpose of the IPP
- SMART targets are set (Specific, Measurable, Attainable, Realistic, Time constrained)
- Targets are reviewed termly and new targets set. These are reviewed and co-produced with pupils and parents/carers
- Reviews can be made more frequently when necessary
- Copies of the reviews and new IPPs are provided to the Inclusion Manager and any other appropriate adults involved in supporting the pupil
- Inclusion Manager passes information regarding categories of need to administrative staff who input information into SIMS
- IPPs are co-produced with parents /carers. If a parent is unable to attend a meeting with the teacher, two copies should be sent home, one for the parent/carer and one to be signed and sent back to school. If not returned the school copy will be endorsed with 'Copy Sent Home for Signature'
- Paper copies are kept by the teacher and copies passed to Inclusion Manager
- Copies are kept by the class teacher in pupil's personal record folder and given to the Inclusion Manager to file centrally
- At time of transfer to KS3, SEN files are passed on separately

### **Provision**

The School will aim to provide access to a balanced and broad curriculum for all pupils through:

- quality first teaching
- differentiated work
- in class support by class teacher and /or support staff, where possible
- withdrawal to support / extension groups
- involvement, assessment by, and monitoring by outside agencies and Inclusion Manager
- integration into all aspects of school life, positions of responsibility, representing the school e.g. music, whole school performances, sports events
- specialised apparatus, resources and I.C.T. is used to help SEN pupils

### **Indicators of need**

These could include:

- liaison with Early Years or Key Stage 1 teachers / Key Stage 1 SAT results and records
- class teacher referrals
- expression of concern from parents, health authority, pupil, other outside agencies
- SAT results
- teacher assessments
- observations of the pupil's behaviour

### **Transfer to Secondary Schools**

There is liaison between primary schools and secondary schools, the staff and the Inclusion Manager. Secondary schools are informed of pupils on the Register and discussion takes place, if necessary. All SEN information and documentation is passed on as soon as possible. The Inclusion Manager meets with the KS3 Inclusion Manager to discuss individual pupils and this information is passed onto class teachers.

### **Confidentiality**

Confidentiality will be maintained at all times between parents, their children, the school and any other agencies.

### **Monitoring and Evaluation**

Monitoring of SEN pupils by the Inclusion Manager takes place through:

- collecting results following assessments and analysing the data. SEN is part of the School Self-Evaluation arrangements.
- monitoring the SEN register to ensure that pupils are supported appropriately, (have not become fixed at one stage or if they need to be taken off when making significant progress)
- the assessing, planning, implementation and review of interventions
- monitoring other subject policies to ensure that good practice and differentiation for SEN pupils is included
- discussion with support staff, class teachers, parents and outside agencies to track progress and evaluate what the next step should be
- checking use, availability and effectiveness of resources, updating when necessary
- checking targets and review comments set on Action Plans and ILPs
- liaising with the Special Needs Teachers who teach small groups throughout the school.

### **Equal Opportunities**

The school aims to ensure that all pupils, regardless of ability, race, colour or belief, have equal entitlement to the curriculum and SEN provision within the school. See the Single Equalities plan and the Accessibility Plan available on the website.

### **Resources**

All pupils with SEN needs have equal access to the school's special needs resources.

The SEN resources in school are located centrally, in the SEN group rooms, for teachers and classroom / learning support assistants to use.

## **Roles**

### The Governing Body

The Governing Body is legally required to establish a Policy for the Code of Practice on the Identification and Assessment of Special Educational Needs for registered pupils at the school.

The Governors' Annual Report to Parents must include information on the success of this Policy, any changes to it, any consultation with the LA or other schools, and how resources have been allocated to and amongst pupils with special educational needs.

The Governing Body has an elected Special Educational Needs governor who has liaison with the Inclusion Manager and class teachers, regarding pupils on the Register when necessary.

### Inclusion Manager

The Inclusion Manager has a responsibility to:

- ensure the day to day operation of the school's SEN Policy
- maintain the SEN Register and oversee the records of all pupils with SEN needs. The register is confidential and centrally located with the Inclusion Manager.
- liaise with and advise fellow teachers on meeting a range of needs
- coordinate provision for pupils with SEN needs
- liaise with parents of pupils with SEN needs where appropriate
- contribute to /arrange INSET for staff on SEN issues
- liaise with outside agencies. Parental consent is always obtained before outside agencies are involved.
- liaise with SEN governor and SEN support staff
- liaise with the Head teacher and school staff
- gather information and help make an initial assessment of a pupil's SEN
- keep up to date with County and Government developments and changes on SEN.
- produce a report/update on current SEN status and provision for the Governors.
- arrange and chair Annual reviews for pupils with Statements and EHCPs
- prepare information for outside agencies
- liaise with office staff for PLASC Audit.(Pupil Level Annual Schools Census)
- liaise with the Learning Mentor

### Class Teachers

*"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Schools should regularly and carefully review the quality of teaching for pupils at risk of underachievement."*

SEN Code of Practice 2014

All class teachers are responsible for the delivery of high quality, differentiated teaching. This includes working towards ILP targets within the classroom settings. This involves increased differentiation of class work, which might better meet the needs of the individual pupil. Teachers may consider a range of different teaching approaches and appropriate equipment and teaching materials. The targets should be met within the normal structure of daily teaching/support.

The action needed to help the pupil progress may involve the deployment of a special needs teacher, classroom assistant or learning mentor and it is the class teacher's responsibility to liaise with those staff involved.

### Curriculum Groups

Curriculum Groups have a role in assisting with the development of good practice for SEN pupils in the context of their subject, as outlined in subject policies and for ensuring that policies and schemes of work make provision for the less and more able.

## **Parental Involvement**

Parents/carers will be given access to information on:

- the School's SEN policy
- the School's Local Offer
- the West Sussex Local Offer
- the support available for pupils with SEN needs within the School
- parental involvement and co-production of next steps with regard to SEN pupils
- services such as those provided by the LEA for pupils with SEN needs
- local and national voluntary organisations, which might provide information, advice or counselling.

In partnership with parent/s/carer/s, the school shall: -

- make parent/s/carer/s aware of a concern when it is first expressed within the school
- incorporate parent/s/carer/s' views in assessment and co-produce targets and reviews
- involve parent/s/carer/s in achieving targets identified on ILPs
- meet with parent/s/carer/s who have concerns about a pupil. Parents are welcome to bring along a relative /friend to meetings.
- parents who may have a concern about their child are asked in the first instance to contact the class teacher. The teacher may then recommend involving the Inclusion Manager.

## **Training**

It is the policy of the School to make arrangements for INSET for individual members of staff (including support staff) or for the staff as a whole. This may be run by the Inclusion Manager or an outside agency. The Inclusion Manager, the Special Needs Teachers and other staff will be sent on SEN courses where appropriate/necessary.

## **Complaints**

The complaint procedure as established in the School, applies equally to pupils with SEN needs and their parents. See the Complaints Procedure.

After consultation with the school, should a parent or carer feel it is necessary to escalate a complaint linked to SEND, they could contact the Special Educational Needs Assessment Team for advice:  
Room 001, County Hall, West Street, Chichester. PO19 1RQ Tel: 0330 2225151

## **Policy Review**

Date of Policy: Spring 2015

Date of Governors agreement:

Review date: Spring 2016 (or in the light of any changes or developments in the Code of Practice)

*Reviewed December 2018*

*Next Review Date Spring 2021*

## **Appendices**

Appendix A List of outside agencies and abbreviations

Appendix B Nature of concern and IPP proforma

## **Appendix A**

### Outside Agencies

SALT - Speech and Language Therapy service  
EPS - Educational Psychology Service  
EMAT – Ethnic Minority Achievement team  
EWO - Educational Welfare Officer  
SOC COM – Social Communication Team  
Inclusion support team – including behaviour / learning / social communication  
Family Link Worker  
Sensory Support  
Traveller Support Team  
School Nurse

### Abbreviations

EHCP – Education and Health Care Plan  
ILP – Individual Learning Plan  
SPLD – specific learning difficulty  
MLD – moderate learning difficulty  
SLD – severe learning difficulty  
PMLD – profound and multiple learning difficulties  
SEMH – social, emotional and mental health  
C & I – Communication and Interaction  
C & L – Cognition and Learning  
S & L – Speech and Language  
MSI – multi-sensory impairment  
P & S – physical and sensory impairment  
OTH –other difficulty/ disability  
PARM – Performance and Review Meeting  
CAF – Common Assessment Framework  
LAC – Looked After child  
TAC / TAF – Team Around the Child / Family  
CAMHS – Child and Adolescent Mental Health Service  
EAL – English as an Additional Language  
ASC – Autistic Spectrum Condition  
PEP – Personal Education Programme  
PSP – Pastoral Support Programme  
ADHD – Attention deficit hyperactivity disorder

### Foundation Stage Areas of Learning

PSED – Personal, Social, Emotional Development  
CLL – Communication, Language and Literacy  
PRN – Problem Solving, Reasoning and Number  
CD – Creative Development  
PD – Physical Development  
K & U – Knowledge and Understanding Of The World

**Appendix B**

**Nature Of Concern**

**IPP Proforma**





