

## **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 linked to: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Sensory/ Physical needs
- identify the nature of a pupil's needs as well as acknowledging their skills, strengths and achievements
- 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 adapted learning, involving outside agencies when appropriate, to respond to and meet the needs of the pupil (see Appendix A for a list of outside agencies)
- assess, plan for, review and record the pupil's progress termly, considering the effectiveness of the offered 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 when identifying and supporting all pupils with Special Educational Needs
- involve parents in partnership throughout the assessment, delivery and review of the SEN process
- ensure that pupils with special educational needs are integrated and have the opportunity to participate 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 regularly monitored and reviewed 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 (whether linked to cognition, communication or behaviour).

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 involved in the co-production of the targets for the pupil's *Individual Learning plan (ILP)* 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 adapted learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly to 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 ILP 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**

If a pupil has demonstrated significant cause for concern over a period of time (min. 2 terms), despite ongoing intervention, a request for an Education Health Care Needs Assessment (EHCNA) 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 EHCNA is necessary, the local authority will 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:

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- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress;
- 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 ordinarily 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 needs 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/carers 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 plan's overall outcomes (*usually linked to the end of a key stage*) 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 Headteacher. 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 Learning Plans (ILPs)

- Class teachers use the ILP to support pupils, and direct Classroom Assistants to support pupils.
- The class teacher co-produces the ILP in liaison with the pupil, parent/carers, and, if necessary, the Inclusion Manager
- An ILP 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 each ILP
- 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 the pupil and parents/carers
- Reviews can be made more frequently when necessary
- Copies of the review and new ILP are provided to the Inclusion Manager and any other appropriate adults involved in supporting the pupil
- The Inclusion Manager passes information regarding categories of need to administrative staff who update the information held by the school
- The ILP is 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/carers 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 the 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 inclusive teaching
- adapted work
- in class support by class teacher and /or support staff, where possible
- withdrawal to support / extension groups

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- involvement, assessment by, and monitoring by Inclusion Manager and outside agencies
- 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 technology are used as necessary to support 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, pupil, health authority, outside agencies
- SAT results
- teacher assessments
- observations of the pupil's behaviour

### **Transfer to Secondary Schools**

Liaison around transition takes place between primary schools and secondary schools, teaching staff and the Inclusion Manager. Secondary schools are informed of pupils on the SEN 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 on to 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.
- reviewing the SEN register to ensure that pupils are supported appropriately, have not become fixed at one stage or need to be taken off the register having made significant progress
- assessment, planning, implementation and review of interventions
- monitoring other subject policies to ensure that good inclusive practice and adaptation for SEN pupils is included
- discussion with support staff, class teachers, parents and outside agencies to track pupil 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

### **Equal Opportunities**

The school aims to ensure that all pupils, regardless of age, disability, race, religion 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 room, for teachers and classroom 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 liaises 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
- liaise with and advise fellow teachers and support staff 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 the Head teacher, teaching staff and support staff
- liaise with the SEN governor
- 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 an annual report/update on current SEN status and provision for the Governors
- arrange and chair Annual Reviews for pupils with EHCPs
- prepare information for outside agencies
- liaise with office staff for PLASC Audit (Pupil Level Annual Schools Census)

### **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 adaptive teaching. This includes working towards ILP targets within the classroom setting. This involves increased adaptation of class work in order to 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 structure of daily ordinarily available inclusive teaching/support.

The action needed to help the pupil progress may involve the deployment of a classroom assistant 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

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context of their subject, as outlined in subject policies and following NASEN guidance, and for ensuring that policies and schemes of work make appropriate 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 parents/carers, the school shall: -

- make parents/carers aware of a concern when it is first expressed within the school
- incorporate parents'/carers' views in assessment and co-produce targets and reviews
- involve parents/carers in achieving targets identified on ILPs
- meet with parents/carers 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 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: October 2023

Date of Governors agreement: 8 November 2023

Review date: Autumn 2026 or earlier in light of any changes or developments in the Code of Practice

### **Appendices**

Appendix A List of outside agencies and abbreviations

Appendix B Nature of concern and ILP proformas

## **Appendix A**

### **Outside Agencies**

SALT - Speech and Language Therapy service  
EPS - Educational Psychology Service  
EMAT - Ethnic Minority Achievement team  
EWO - Educational Welfare Officer  
LBAT - Learning Behaviour Advisory team  
OT - Occupational Therapist  
SCAT - Social Communication Advisory Team  
SNO - Special Needs Officer, West Sussex  
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  
ASD - Autistic Spectrum Disorder  
PEP - Personal Education Programme  
PSP - Pastoral Support Programme  
ADHD - Attention deficit hyperactivity disorder

### **Foundation Stage Areas of Learning**

PSED - Personal, Social, Emotional Development

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CL – Communication and Language

L – Literacy

M – Mathematics

CD – Creative Development

PD – Physical Development

UW – Understanding the World

EAD – Expressive Arts and Design

**Appendix B**

**Nature Of Concern**

**ILP Proforma**



North Heath Community Primary School <b>Nature of Concern Form</b>
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Name:

Year Group and Class:

Form completed by:

Parent(s)/Carer(s) consulted? Yes/No

Date completed:

Date of Birth:

Chronological Age:

<u>Summarise your Concerns:</u>	<u>How long have you been concerned?</u>
<u>What strategies have been tried?</u>	<u>How successful were they?</u>

Next steps agreed:

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Signed:

Date:

North Heath Community Primary School  
**North Heath Community Primary School**  
**Individual Learning Plan**



<b>Name:</b>						<b>Date of birth:</b>						
<b>Year group:</b>			<b>Class name:</b>			<b>Class Teacher:</b>						
Area of need	C&L	C&I	SEMH	S/P	Level of support		External referrals:					
					School	EHCP	SaLT	CDC	LBAT	ASCT	Educational Psychologist	Other
Things I am good at: * * *							Things I would like to improve: * * *					
You can help me by: * * *												
Autumn term targets							Review by: <b>8 December 2023</b>					
My target is ....			Who will help me?		What resources will I need?		How did I get on? RAG		What is my next step?			
Spring term targets							Review by: <b>22 March 2024</b>					
My target is .....			Who will help me?		What resources will I need?		How did I get on? RAG		What is my next step?			
Summer term targets							Review by: <b>28 June 2024</b>					
My target is ....			Who will help me?		What resources will I need?		How did I get on? RAG		What is my next step?			

Signed (Parent) .....

Date .....

Signed (Class teacher) .....

Date .....