

The Heights Primary School Policy for
**Special Educational Needs Policy
and Local Offer**

Version 1.3a

Responsible officer: Headteacher
Responsible Committee: Curriculum Committee

Date of last review: August 2014
Date of next review: August 2016



1. Introduction

The Heights welcomes the rich and diverse range of strengths and needs of all its pupils. We work to ensure that each pupil is valued and that all are included in the curriculum and the life of the school. We recognise a child's right to an inclusive, personalised, broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities. By the appropriate identification, assessment and monitoring of pupils with special educational needs, we aim to ensure that all pupils are included in a secure environment where all can maintain their self-esteem and confidence and achieve their full potential.

2. Aims and objectives

The Heights aims to create a positive, secure and happy learning environment where all pupils experience success, friendship, respect and self-worth; where pupils value and celebrate the diverse talents and cultural heritage of all and achieve their full potential in becoming responsible citizens contributing to our society.

Objectives

- Ensure the implementation of the government's new SEN recommendations
- Ensure the SEN policy is implemented consistently by all staff
- Ensure any discrimination or prejudice is eradicated
- Identify barriers to learning and participation and ensure provision is appropriate and meets a diversity of needs.
- Ensure all pupils have access to a differentiated personalised curriculum
- Recognise and celebrate all pupils' achievements
- To involve the pupil in the process of identification, assessment and provision and to ensure that the pupil's voice is heard
- To meet the individual needs of all pupils
- Work in partnership with parents and ensure that they are fully informed of the SEN policy and School's **Local Offer (see Appendix 1)**

3. Definition of SEN

A pupil has special educational needs if he/she has a learning need/disability which requires special educational provision to be made. A pupil with SEN has significantly greater difficulty in learning than the majority of pupils of the same age. Equally they may have a need/disability which hinders them from accessing the same educational opportunities as their peers.

At The Heights Primary School we work on the basis that any pupil at any time may require alternative or additional provision for a limited or a prolonged period of time to help them overcome difficulties which prevent them from accessing the curriculum or fulfilling their potential. Our curriculum will be suitably differentiated and respond to pupils' diverse learning needs.

The Government's new SEN Code of Practice has divided types of SEN into four broad categories:

- Communication & interaction
- Cognition & Learning
- Social, mental or emotional health
- Sensory and/or physical

4. School Based Support

The majority of children and young people with SEN will have their needs met through mainstream educational provision and should make good progress through high quality teaching and support. Every teacher is a teacher of every pupil and is responsible for making their lessons accessible to all pupils by providing work at an appropriate level through differentiation and varied teaching styles.

They are also responsible for the early identification of pupils with SEN through the school's approach to monitoring the progress and development of all pupils.

Staff will be offered high quality professional training (CPD) to ensure they have the knowledge, skills and expertise to support a wide range of pupils' needs.

When a need is identified, a Provision Map of support is developed by the class teacher and discussed with the pupil and parents.

These Provision Maps and plans of support are reviewed every short term. Parents of pupils are warmly invited to attend reviews and pupils are involved in the process of setting targets.

Where pupils make inadequate progress despite high quality, targeted teaching, then the school will consider involving specialists and outside agencies.

The Special Educational Needs Coordinator (**SENCo** – Mrs Karen Edwards), class teachers and appropriate specialists will consider a range of well founded and effective teaching approaches, strategies and interventions to support pupil's progress towards agreed outcomes. (**see the Local Offer – Appendix 1**)

5. Education and Health Care Plans

Pupils who have complex and significant educational, health and or social needs may require an assessment of these by the Local Authority's (Reading Borough Council) SEN Assessment team. This could lead to the development of an Education, Health and Care Plan (EHC) for the pupil.

The Local Authority must arrange the special provision specified in the plan and prepare a personal budget where necessary. The headteacher must ensure that those teaching and working with the pupil are aware of their needs and have arrangements in place to meet them.

6. Admissions policy

Pupils will not be denied admission to the school on grounds of SEN.

All pupils have access to an appropriate education that gives them the opportunity to achieve their personal potential. We take care to include pupils with SEN, vulnerable pupils, pupils at risk of exclusion from school and pupils from all ethnic and other religious backgrounds. We also include pupils with exceptional abilities; the gifted and talented (see Challenge & Achievement for All and Equal Opportunities Policies).

7. The role of Governors

The named governor with responsibility for SEN, Dr Winnie Wang will liaise closely with the SENCo.

The governing body, in co-operation with the Head will determine the school's general policy, Local Offer and approach to SEN provision.

The governors will agree the appropriate staffing and funding arrangements.

The governing body will report annually to parents on the success of the school's policy for pupils with SEN and its Local Offer.

8. Evaluating SEN Policy and Local Offer

The SEN Policy is reviewed annually.

Policy evaluation focuses on:-

- How far the aims and objectives have been met.
- How effective the provision has been with regard to the following:-
 - i) All teaching staff are aware of pupils with SEN before the start of the Autumn Term.
 - ii) The attainment of pupils with SEN.
 - iii) The format of information is updated as and when appropriate.
 - iv) The comments from parents and pupils in the questionnaires.
 - v) Practices regarding exam concessions are known to staff.
 - vi) Pupils with SEN leave The Heights achieving their potential.

9. Complaints Procedures

If a parent/carer feels dissatisfied or has a complaint regarding special educational needs provision, they should, in the first instance, contact the classteacher and SENCo at the school. If the parent/carer is still not satisfied, they should follow the school's Complaints Procedure.



Local Offer Submission 2016-17

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: The Heights Primary School
Address: 82 Gosbrook Road, Caversham, Reading, RG4 8BH
Telephone: 0118 357 0123
Email: admissions@theheightsprimary.co.uk
Website: www.theheightsprimary.co.uk
Headteacher: Mrs Karen Edwards
SENCo:



Name: Mrs Annalisa Mullaney
Contact:
annalisa.mullaney@theheightsprimary.co.uk

Date of Accessibility Plan: June 2016
Date updated: June 2016

By whom:
Name: Karen Edwards & Emma Fallon
Role: Headteacher & Asst Headteacher

Question	Response (choose 'best-fit' statement from Self Audit Grid)	Examples of good practice in our setting (bullet point key examples)
1	<p>How does the setting / school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>We track the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrate achievements. We have systems in place to use data to support tracking. Parents will be encouraged to speak to the class teacher in the first instance and then SENCo about any concerns they have. We have some very good in-house expertise in special</p> <ul style="list-style-type: none"> • We track every pupil's development using the EYFS EEXAT Tracking System. This enables us to identify areas of development in which pupils might be struggling. We used the new Early Excellence Baseline Assessment in September 2015 and will be using our own baseline assessments in the EEXAT system in September 2016. • There are regular discussions between staff and the SENCO about pupils about whom we

		educational needs.	<ul style="list-style-type: none"> • We buy in an educational psychologist who observes pupils and advises staff on strategies to support pupils with SEND. • We have invested in staff training covering a range of special needs, including Autism
2	How will setting / school support my child/ young person?	Having identified needs, we seek to match provision to need. We define expected outcomes of interventions and monitor the impact through regular meetings and tracking of pupil progress. Our SENCo leads on this aspect and shares this information with governors.	<ul style="list-style-type: none"> • We provide high quality class and group teaching for all pupils using a range of strategies. • Well differentiated teaching enables all learners to excel. • We have high expectations of all learners. • We run intervention and support groups which are informed by pupil's developmental data. • Our SENCO reports to governors on various elements of special educational needs 4
3	How will the curriculum and other teaching strategies be matched to my child's/ young person's needs and their aspirations?	Differentiation is becoming embedded in our curriculum and practice. We have a tailored personalised curriculum.	<ul style="list-style-type: none"> • High quality well differentiated teaching is becoming embedded in our practice. • Learning experiences are led by the pupils' interests and cultures therefore supporting their aspirations. • Pupils' views on this are gained through a variety of different ways including through the school council. • Teaching covers the various styles of learning and learners; kinaesthetic, visual and

			1:1, small group & whole class teaching.
4	How will I know how my child/ young person is doing and how will you help me to support my child's/ young person's learning?	<p>We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents. This is also reinforced by generic updates on the curriculum which we share through <i>The Heights Highlights</i>, our newsletter, and/or our website. We host a number of curriculum evenings/ learning events to help families understand what learning is expected and how they can best support their child's/young person's need. Should more regular contact be required, our staff make suitable arrangements to ensure this is put in place. We believe in supporting the development of parenting skills and as such aim to deliver</p>	<ul style="list-style-type: none"> • We have an open door policy so parents can discuss any concerns with staff before and after school. • We offer two parent consultations a year and one full annual report for every pupil. • We produce a weekly newsletter (<i>The Heights Highlights</i>) sharing and celebrating our learners' activities and achievements and weekly class overviews in all year groups which show what the children are learning each week. • We are continuing to develop our online portals and portfolios (Ladders at Home and EEXAT) for all our learners which will enable parents to see the activities and individual progress made by them. • The school holds a range of information sessions for parents throughout the year on issues such as 'How to support your child with Phonics, Reading, Writing and Maths'. • The school website pinpoints links to different sites that help parents to support their child(ren) across different areas of their school life.

		workshops on-site working in collaboration with other agencies.	
5	What support will there be for my child's/ young person's overall well-being and to help them develop their independence?	<p>Our staff receive regular training to help them provide a high standard of pastoral support. Relevant staff have been trained to support different medical needs. We have a First Aid & Management & Administration of Policy in place. Our Behaviour for Learning Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and will be consistently followed by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learners' voices are central to our ethos and this is encouraged in a variety of ways, in both curricular and extra-curricular activities and experiences. All staff strive to enable our learners to develop greater independence and resilience.</p>	<ul style="list-style-type: none"> • We are a highly inclusive school and welcome and celebrate diversity. All staff believe that children having high self-esteem and being emotionally literate is crucial to a child's well-being. We have a caring, understanding team looking after our learners. • The class teachers have overall responsibility for the pastoral, medical and social care of every learner in their class and they should be the parents' first point of contact. • If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services or CAMHS. • We ensure our learners have support from staff and access to local services to support their emotional and mental health.
6	What specialist services and expertise are	Many of our staff have received training in different areas of special educational	<ul style="list-style-type: none"> • We buy in an Educational Psychologist service to advise our staff and support the needs of our

	available at or can accessed by the setting/school?	<p>needs, including supporting learners with Autism, Dyslexia and Dyscalculia. We will continue this training and encourage staff to continually update their skills and knowledge.</p> <p>We have a parent-led support group for parents of children with additional needs.</p>	<p>SEND.</p> <ul style="list-style-type: none"> • We buy in a Play Therapist who works with children who may benefit from this form of therapy. • Our SENCo, Headteacher and Assistant Headteacher are very experienced and always available to support and advise parents. • Our SENCo draws on support from different specialists who offer advice and strategies.
7	What training are the staff supporting children and young people with SEND had or are having?	<p>Our Special Needs Co-ordinator (SENCo) is being trained, supported by the Headteacher and Assistant Headteacher. We have built Special Educational Needs into our strategic training programme.</p>	<ul style="list-style-type: none"> • Our SENCo, Headteacher and Assistant Headteacher have significant experience of learners with SEND. • Our staff will continue to receive a high level of training and go on a variety of SEND courses and conferences.
8	How will my child/young person be included in activities outside the classroom including school trips?	<p>Our Equal Opportunities & Inclusion Policies promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.</p>	<ul style="list-style-type: none"> • All of our children have access to our outdoor spaces throughout the morning and afternoon sessions. We have different outside areas which are used throughout the whole day which include a variety of quality static and non-static outdoor equipment. • Our outdoor areas are accessible from a wheelchair and are fully supportive of children who have physical needs.
9	How accessible is the setting/school	<p>We have an accessibility plan and as such make every effort to make</p>	<ul style="list-style-type: none"> • Our accessibility plan demonstrates our commitment towards all learners and

	environment?	reasonable adjustments where possible.	providing an inclusive learning environment.
10	How will the setting /school prepare and support my child/young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?	Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work well with our pre-school settings and partner schools.	<ul style="list-style-type: none"> • Before your child joins The Heights we plan transition visits for pupils and parents and a summer induction session so that all pupils get the opportunity to become familiar with their new setting, the staff and other children. • The Headteacher, Assitant Headteacher and Early Years Foundation Stage staff visit children in their preschool settings. • A welcome booklet for children is given to each preschool setting to help children become familiar with the school site, classrooms and staff. • All About Me booklets are sent to all children for them to complete with their parents and return to the school. • We offer home visits by our staff before your
11	How are the setting's / school's resources allocated and matched to children's/ young people's special educational needs?	Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual learner needs. We seek to ensure value for money service, so all interventions are costed and evaluated.	<ul style="list-style-type: none"> • Our provision maps show the SEND children and the allocation of SEND school funds and the provision that is in place for children with SEND. • Our SEND policy clearly shows how we will cater for children with SEND. This policy has been updated in line with the new SEND code of practice 2014. • We buy in an Educational Psychologist and a Play Therapist to ensure that

			appropriate interventions.
12	How is the decision made about what type and how much support my child/young person will receive?	Working with the learner, their families and other staff, the SENCo considers a variety of options for suitable provision before deciding on a course of action.	<ul style="list-style-type: none"> • As a school we monitor children's development using the EYFS developmental age brackets and descriptors for National Curriculum programmes of study in Year 1, Year 2 and Year 3. • The class teacher and TAs continually observe and assesses each child and note areas where they are improving and where further support may be needed. Assessment continues to inform planning. • All staff have open dialogues about pupils and discuss any concerns on a regular basis. Staff also meet with parents regularly to discuss any concerns about a pupil. • Pupils who are not making expected progress are discussed with the SENCO who advises strategies to support the pupil's learning and if necessary refers the pupil for specialist assessments. In these cases a Provision
13	How are parents involved in the setting /school? How can I be involved?	We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's/young person's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute though a number of means. Parent Class	<ul style="list-style-type: none"> • We produce a weekly school newsletter for parents/carers (<i>The Heights Highlights</i>). • We have an open dialogue with parents and we are always open to meeting to discuss any concerns. • Two parents are representatives for each class and meet with the HT on a monthly basis. • We run parent

		Reps meet with the Headteacher every month. All parents are invited to a weekly whole school celebration assembly and fortnightly 'Share-a-Book with your child' sessions at school. Our Governing Body includes Parent Governors/representatives.	<p>topics and issues throughout the year.</p> <ul style="list-style-type: none"> • We have a detailed school website and a Facebook Page which details information on upcoming local events and relevant information. • We invite parents in to school to share information about their jobs & talents/talk about their cultures related to our topic themes. • FS parents and children share 'WoW Moments' on the Wow boards outside the FS rooms.
14	What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary organisations?	In addition to our notice board, website and updating our staff regularly, our SENCo supports families accessing services through the Local Offer. An appointment with the SENCo can be made by contacting her directly through the school office.	<p>Information regarding external agencies is communicated via the following:</p> <ul style="list-style-type: none"> • School website • Noticeboards • Weekly newsletter (<i>The Heights Highlights</i>) • SENCo • Class teacher
15	Who can I contact for further information?		In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCo who is also the Headteacher.
	What is the complaints procedure?		Please refer to the School Complaints Policy & Procedure

Our external partners are	
Educational Psychologist	Shehreen Tariq
Speech & Language Therapist Team	
Occupational Therapy Team	

CAMHS
Children's Centres- Our local ones are Caversham and North Reading
Children's Action Teams

Any other comments: (Please add any additional features/resources in your school, which helps meet learner's needs, which are not recorded above).

In the space below, include any additional provision/resources developed in the year (e.g. for staff etc.)

Is there any additional provision you have developed during the year?	All staff have received training in Deep Pressure Massage and pupils with sensory needs.
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Amendments:

<u>Version</u>	<u>Date</u>	<u>Updated/reviewed</u>
1.1	August 2014	First version finalised
1.2	Jan 2015	Local Offer updated by KE
1.3	June 2015	Local Offer updated by KE
1.4	February 2016	Local Offer updated by KE
1.5	May 2016	Local Offer updated by EF
1.6	September 2016	Local Offer updated by KE