
Hawsker-cum-Stainsacre CE Primary School

Policy for Special Educational Needs and Disabilities (SEND)

This policy is in line with the SEN Code of Practice ratified by parliament in September 2014

Abbreviations used

SSA Special Support Autism

CoP Code of Practice

EP Educational Psychologist

EMS Enhanced Mainstream School

ESWS Educational Social Work Service

SEND Special Educational Needs and/or Disabilities

SENCo Special Educational Needs Coordinator

TA Teaching Assistant

Everyone in the school community has a positive and active part to play in achieving these objectives:

- **Governors** - by fulfilling their statutory duties with regard to special educational needs.
- **Staff** - by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, within their teaching groups, by working in partnership with the SENCo, pupil, parents and other agencies and by participating in appropriate training.
- **Pupils** - by being involved in the planning of their education through having a say in their targets and reviews of their progress.
- **Parents** - by working in partnership with the school to help meet their child's needs

Aims and Objectives

At Hawsker-cum-Stainsacre Primary School it is the belief of the Staff and Governors, that all children should receive the opportunity to develop their personal potential, through the provision of a broadly based curriculum, which recognises their social and emotional development and provides access to appropriate learning opportunities. The school recognises that individuals are unique in their interests, abilities, motivation and learning needs and that this diversity should be acknowledged and valued.

A significant number of pupils will, at some stage of their school career, experience some degree of special educational need. Working within the guidelines of the Code of Practice, it is the governor's intention that the educational needs of all pupils are identified and provision made to meet these as early as possible.

Aims

- For all children to have access to a broad, balanced and relevant curriculum, enabling them:-
 - To achieve the best of which they are capable, by making academic progress and demonstrate personal growth and development.
 - To have a positive self-image, feel happy, included and able to contribute to the life of the school.
- To identify SEN early.
- To provide interventions which are well structured, evaluated and revised regularly.
- To continually upgrade teachers' and governors' awareness of educational change and good practice.
- To ensure that parents of SEN pupils are kept informed of their child's progress and attainment and are encouraged to support their child's learning.
- To involve SEN pupils, where practicable, in discussions affecting their future SEN provision.
- To regularly evaluate the success of the SEN Policy and the provision provided.

Objectives

- To plan and deliver a differentiated curriculum which takes account of pupils learning styles and needs.
 - To provide effective support within the classroom using additional materials and classroom assistants where necessary.
 - To use effective assessment and monitoring (Foundation Profile, KS1 SATs, non-statutory tests at Y3, Y4, Y5, observations, School Tracker, Reading Tests, parental views).

- To use P Scales to monitor the progress of pupils whose attainment does not fall within National Curriculum attainment for age related standards.
- To provide a secure and caring environment
 - Use positive and supportive language
 - Use praise to celebrate achievement
 - Set suitable learning challenges
 - Encourage participation in extra-curricular activities, including drama, music, sport which make an important contribution to the general life of the school.
- Class teachers will use classroom observations, objectives in the National Numeracy and Literacy Strategies and standardised tests to identify when pupils achievements are significantly below age-related norms, National Curriculum level descriptions.
- Discuss concerns with SENCO for further action.
- To use time available from Pupil Support Services to train classroom assistants to deliver intervention programmes with groups of children.
- Progress will be monitored frequently by SENCO and Staff, evaluated and the next steps planned.
- Programmes will be discussed with parents and whenever possible their support for home activities encouraged.
- SENCO will attend locally SENCO Network Training and inform other staff and governors of new strategies.
- SEN matters to be an agenda item at each Governor's meeting.
- Termly meetings to be held between SENCO and SEN Governor, who will provide a brief report to governors.
- Parents/carers will be invited to discuss plans to meet their child's additional needs and ways in which they can support them.
- Progress, targets and success criteria will be discussed with pupils when IEPs are reviewed.
- The success of the school's SEN Policy and provision is evaluated through:-
 - Analysis of pupil tracking data and test results – FSP/Statutory and Non Statutory Assessments/Teacher Assessments – for individual pupils – for cohorts.
 - Value-added data for pupils on SEN register – Raise On-Line.
 - Monitoring of procedure and practice by the SEN Governor.
 - School Self-Evaluation.
 - The Governor's Annual Report to Parents.
 - The LEA SEN moderation process.
 - The School Development Plan.

Provision at Hawsker School for children with Special Educational Needs In Class

1. Initially when a pupil is working below the expected attainment for their age their needs will be met by the class teacher providing appropriate targets, differentiated tasks, and sometimes support materials or additional adult support from the classroom assistant in class. This is High Quality Teaching for All
2. Sometimes there might be a group of children whose attainment is below average, because of inability to access the curriculum through ill health, absence for other reasons or perhaps immaturity whose needs could be met through one of the structured catch up programmes. This programme would be delivered by a Teaching Assistant trained in its use, monitored by the class teacher.

Parents must be informed and their support requested for reinforcement activities at home.

The Special Needs Register

- This is maintained and updated by the SENCO and contains IPMs, evaluations, assessments and where appropriate reports from external agencies presenting a record of provision for each child and progress made.
- All children on the register and will have a current Inclusion Passport and Provision Map.
- When sufficient progress has been made a child is removed from the register.

Individual Provision Maps

These will include:-

- The short-term targets set for or by the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when IPM is reviewed).

The IPM should only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children. The IPM should be crisply written and focus on three or four individual targets, chosen from those relating to the key areas of communication, literacy, mathematics, and behaviour and social skills that match the child's needs. The IPM should be discussed with the child and the parents.

Each IPM will be reviewed at the end of the term. Further assessment will be made at the beginning of the following term which will form the basis of the next IPM.

Request for Statutory Assessment

If, after suitable provision has been made and reviewed, adequate progress is not observed but the child demonstrates significant cause for concern, the head teacher may make a request for Statutory Assessment to the LEA.

By the time the head teacher considers asking for statutory assessment of a child's special educational needs, the school should be able to provide written evidence of, or information about:-

- Individual Provision Maps for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum levels
- Attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals
- Any involvement by the social services or education welfare service.

Reviews of Educational Health Care Plans

Statements must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The Headteacher will organise these reviews and invite:-

- the child's parent
- the child if appropriate
- the relevant teacher
- the SENCO
- possibly a representative of the LEA
- any other person the Headteacher considers appropriate.

The aim of the review will be to:-

- assess the pupil's progress in relation to the IPM targets.
- review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- consider the appropriateness of the existing Health care Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- set new targets for the coming year.

For reviews of pupils in Year 6 the SENCO their receiving Secondary School Secondary School will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

The SENCO (Miss Dykes)

The SENCO is responsible for:-

- The day to day operation of the school's SEN policy
- Advising class teachers
- Monitoring and reviewing action of SEND
- Updating and overseeing the records of all pupils on the SEN register
- Liaising with external agencies
- Arranging annual reviews

The Role of the Governing Body

The Governing Body should:-

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the "responsible person" – the head teacher or the appropriate governor – has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with special educational needs.
- Have regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The SEN Governor is Mrs Kate Maud

The SEN Governor and SENCO will meet to discuss provision termly.

SEN provision will be reported on and discussed at each Governor's meeting.

The Headteacher (Mrs S Wilson- Acting Headteacher)

The Headteacher is the "responsible person" in receipt of information from the Local Education Authority regarding the special educational needs of pupils within the school. She will be the principal agency through whom the governors discharge their duties. She will be the member of staff to oversee provision for Special Education

Needs throughout the school and to represent those needs in discussion where necessary.

The School's Annual Report

The annual report shall include a report containing such information as may be prescribed about the implementation of the Governing Body's policy for pupils with Special Educational Needs.

The Governing Body's report will include when necessary information on:-

- The success of the SEN policy
- Significant changes in the policy
- Any consultation with the Local Authority or the Funding Authority
- How resources have been allocated to children with Special Educational Needs

The report will also demonstrate the effectiveness of the school's system for:-

- Identification
- Assessment
- Provision
- Monitoring and record keeping
- Use of outside support agencies.

Allocation of Resources

Hawsker-cum-Stainsacre Primary School follows LEA guidance to ensure that all pupils' needs are appropriately met. The Headteacher, Mrs Wilson and Governors are responsible for the allocation of resources and this is discussed with the SENCO and staff where appropriate.

Class teachers will provide a differentiated curriculum for children with SEN. Where possible the school will provide support through teaching assistants, working with teachers both in and out of the classroom.

Assessment

1. Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
2. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
3. The SENCO works with teachers and children to plan an appropriate programme of support.
4. The LEA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

Access to the Curriculum

1. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:-
 - understand the relevance and purpose of learning activities
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
2. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear, shared learning objectives and success criteria, work is differentiated appropriately and both formal and informal assessment is used to inform the next stage of learning.
3. IPM's which employ a small-steps approach, feature significantly in the provision made in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. This information is also shared with parents.
4. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, they are not withdrawn from the classroom situation. There are times, though, when to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom with either teachers, or teaching assistants.

Partnership with Parents

1. The school works closely with parents in the support of those children with SEN. An active partnership is encouraged through an ongoing dialogue with parents. The Home-School Agreement is central to this. Parents have much to contribute to our support for children with SEND.
2. Regular meetings are held to share the progress of special needs children with their parents. Parents are informed of any outside intervention, and the process of decision-making is shared by providing clear information relating to the education of children with SEND. Parents are always made welcome by SENCO and staff to discuss their child's progress throughout the year.

Pupil Participation

1. At Hawsker-cum-Stainsacre Primary School children are encouraged to take responsibility and to make decisions.
2. Children are involved at an appropriate level in setting targets in the IPM's and in the termly IPM review meetings. Children are encouraged to discuss their own performance against their IPM targets and participate in success criteria whenever possible.

Monitoring and Evaluation

1. The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

2. The SENCO is involved in supporting teachers involved in drawing-up IPM's for children. The SENCO and the named governor with responsibility for special needs hold termly meetings.

Admission Arrangements for Pupils with SEN

All pupils are admitted to Hawsker-cum-Stainsacre CE School provided there are "places" available in school, irrespective of whether they have a Statement of Special Educational Needs.

The school has recently been adapted to accommodate pupils with physical disabilities. There is a ramp at the main entrance and at the rear of the infant classroom allowing wheelchair access and fire escape from that end of the building. The corridor in the main building has been widened and will now accommodate a wheelchair. There is a disabled toilet near the main entrance.

Gifted and Talented Children

As all the classes are mixed-age classes, differentiation is an essential part of daily planning. Within the framework suitable challenge can be provided to enable gifted children to fulfil their potential.

Inclusion

All children (regardless of age, gender, ethnic or faith group, home back-ground, academic ability or disability etc) will be included in the provisions of this policy. All children present at this school have the opportunity to participate, be suitably challenged and achieve success in this area. Where opportunities for voluntary participation exist, a child of (appropriate age) is free to choose and will not be expected to take part as a matter of course.

Complaints Procedure

Any parents wishing to discuss any aspect of the child's teaching or treatment, should in the first instance speak with the class teacher. If they wish to take the matter further, they should approach the SENCO or the Headteacher. If the matter is still not resolved, parents can make a formal complain in writing, to the Chair of Governors. Parents can also complain to the LEA if matters cannot be dealt with at school level. The LEA must inform parents and schools of the Parents Partnership Service and how it can be accessed.

This Policy is due for renewal each year.

Date Policy Reviewed: September 2016

Date Policy needs reviewing: September 2017