

Hope Primary School



SEND POLICY

This SEND Policy reflects the Principles of the 2014 SEND Code of Practice and will be reviewed annually.

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers standards 2012

This policy should be read in conjunction with the following school policies and documents:- Anti-Bullying Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Child Protection and Safeguarding Policy, Administration of Medicines Policy, Local Offer for SEN, Intimate Care Policy and Disability Equality Scheme.

Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs if he or she has 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 they;

(a) have a significantly greater difficulty in learning than the majority of others of the same age,

or

(b) have a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at

(a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

SECTION A

At Hope Primary School we have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced education. This includes the Foundation stage and National Curriculum in line with the Special Needs Code of Practice 2014.

(i) Our Aims

- To welcome pupils with SEN and meet their needs in a positive manner so they achieve their best.
- To identify and assess children with SEN as early as possible by gathering information from parents and other agencies.
- To provide an inclusive education for all pupils with SEN and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- That where possible pupils participate and are involved in the process of information gathering and reviewing progress.
- To ensure that budget decisions reflect the school's desire to provide high quality provision for those with identified SEN.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the equality act 2010.
- To ensure that support agencies are used effectively.
- To encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEN can achieve their best.
- To ensure that SEN is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate.

(ii) How we will deliver our aims

- With on-going and regular celebration of diversity, within classes and as a whole school, and valuing all achievements whether they are social, emotional, cognitive or physical.
- By ensuring clubs, trips and activities offered to children at Hope Primary School are available to children with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.
- Early identification of pupils who need extra help through: on-going teacher observation and assessment, outcomes from baseline assessments, progress in relation to the Early Years Foundation Stage Profile, phonics screening results, tracking against National Curriculum expectations, discussions with parents and information gathered from outside agencies.
- We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. This is managed

through teacher appraisals against the teaching standards, lesson observations and whole school monitoring.

- Ensuring that all staff receive training on the expectations of the most recent Code of Practice and are able to recognise emerging needs and implement a graduated approach to SEN.
- Termly planning and reviewing of targets for all pupils with SEN, involving both parents and pupils as much as possible.
- Ensuring that advice from outside agencies is sought and incorporated into children's targets.
- To focus on outcomes not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts.
- Ensuring that SEN is featured in the School Improvement Plan, reflecting the training needs of all staff.
- Ensuring that we have high expectations of pupils, set suitable and challenging targets with termly monitoring meetings which include the Senco and Class teacher.
- Listen to and value parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child.
- Supporting social, emotional and mental health through regular staff development and an allocated Pastoral TA; trained to deliver Derbyshire's Positive Play Programme.

(iii) Arrangements for full access to a broad and balanced curriculum

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (Code of Practice 2014)

All children are entitled to full and equitable access to the National Curriculum and high quality teaching. At Hope Primary School:

- All efforts are made to overcome individual pupils' barriers to learning
- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress;
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task;
- A range of teaching styles are used including auditory, visual and kinaesthetic;
- The successes and achievements of all pupils are celebrated through the school's reward system;
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued;
- A range of different organisational settings are planned to provide class, group, paired and individual work as well as working with children from different classes;
- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss-out on the broad and balanced curriculum to which they are entitled.

SECTION B

Identification, Assessment and Response (including roles and responsibilities)

(i) Identifying Needs at Hope Primary School

Please refer to Hope Primary School's Local Offer for more detailed information.

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEN Code of Practice September 2014.

- Communication and interaction.
- Cognition and learning
- Social, emotional and mental health.
- Sensory and/or physical

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for at Hope Primary but we consider the needs of the whole child which will include not just the special needs.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress;
- Which allows the attainment gap to close between the pupil and children of the same age.

(ii) Assessing Needs

Hope Primary School aims to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments. The assessment process includes the child's learning characteristics, the learning environment, the tasks set and the teaching style. We may look at a child's emotional needs, social skills and behaviour in different situations. **Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants who may have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. If class teachers wish to raise a concern regarding a child's progress levels or emerging difficulties then they can communicate with the SENCO via an SEN 'cause for concern' form and will trigger a formal response.**

Each term, following teacher assessments, pupil progress meetings are held to review the progress of every child in the school. Data is analysed by either the head teacher or the SENCO with each class teacher.

Parents are consulted to gain their insight into their child's progress. If, after consultation with parents, it is decided that a child has underlying needs then he/she will be put on the School's Provision Mapping system and additional targets and provision will be put into place with clearly identified outcomes.

(iii) Graduated Response

Please refer to Hope Primary School's Local Offer for more detailed information.

High quality teaching, differentiated for individual pupils, is the first step in

responding to pupils who have or may have SEN.

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. (Code of Practice 2014.)

The graduated response is a four-part cycle of assessment, planning, doing and reviewing which will be recorded on the school's provision map and within a child's MSLP (My SEND Learning Programmes). This process will happen termly.

My SEND Learning Programmes (MSLP)

Strategies employed to enable a child to progress will be recorded within a support plan which will reference the Code of practice section 6.44-6.55 and will include information about:

- The short term targets set for the child;
- The teaching strategies to be used;
- The provision to be put in place (which could include how additional funding is to be used);
- How the targets will help the child in their learning;
- How the child can be successful;
- Evidence of 'plan, do, review'.

Assess

The teacher identifies pupils with learning needs in the class; this involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded in the child's MSLP with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Information gathered and actions implemented will be recorded on the school's provision map in order to track progress and impact.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupils response to the support can help identify their particular need. The impact on progress, development and or behaviour that is expected will be recorded by class teacher and other staff in preparation for the termly progress review.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the

impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice can be sought from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a sustained period or where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's MSLP.

The majority of children and young people with SEN will have their needs met within the school – effectively at 'school level'.

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress **with** this additional and different intervention and their needs are being met within the school's budget. We will continue to identify the child as having special educational needs.

If the child is able to maintain good progress **without** the additional and different resources he or she will not be identified with special educational needs and be removed from the SEN register.

However, the special educational provision required to meet some children's needs may not reasonably be provided from within the normal resources here at Hope Primary. **Where this is the case, we will apply for higher needs funding. We will use the child's MSLP as evidence to support a GRIP (Graduated Response for Individual Pupils) application to the local authority. In rare cases, there may be a need to request an EHCP (Education, Health and Care Plan).**

(iii) Referral for an Education, Health and Care Plan

If a child has significant long-term difficulties, he/she may undergo a statutory assessment process by the local authority, which is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals. A request for an assessment must be supported by evidence of a long term and sustained need for support, which cannot reasonably be met by the school SEN budget.

Please refer to Hope Primary School's Local Offer for more detailed information.

(iii) Managing Pupils with SEN/ Roles and Responsibilities

Class Teacher

The class teacher is in a very good position to observe a child's responses in the classroom and thus to identify who is having difficulties in learning. The class teacher's responsibilities include the following:

- initial identification of a child with special educational needs by means of recording their concerns on a set form requested from the SENCO;
- assessment of the child's learning difficulties over a period of time;
- working in partnership with parents to meet the child's needs;
- drawing up and implementing a plan for differentiated teaching within normal class work;
- reviewing the child's progress on a termly basis;
- liaising where appropriate with the SENCO and external agencies and implementing the recommendations.

SENCO

In our school the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs within school;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.

Our current School SENCO is **Mrs Sally Winfield**.

The Role of the Governing Body

The Governing Body is responsible for:

- Ensuring that the best possible provision is made for all pupils with SEN;
- Monitoring the quality of SEN Provision;
- Ensuring information about the implementation of the policy for SEN is published on the school website and this is updated annually;
- Ensuring the integration of pupils with SEN in the school community;
- Ensuring that the budget for SEN is allocated appropriately;
- Electing a designated SEN Governor to liaise with the SENCO;
- Defending the school should a complaint be brought to the SEN and Disabilities Tribunal.

Our current SEN link governor is **Ms Sonia Critchlow**.

SECTION C

Admission Arrangements and Additional Information

(i) Admissions

All children are welcome at Hope Primary School and pupils identified with low level SEN have the same rights of admission as all other prospective pupils. Pupils with Education Health Care Plans are admitted following LEA policy; ensuring that the school can meet their needs under the new Code of Practice.

Please refer to Hope Primary School's Local Offer for more detailed information about facilities and access.

(ii) Funding

SEN provision is largely funded from the schools overall budget and is allocated on the basis of individual need. Support is graduated according to needs, priorities and availability of

resources. Additional funding is provided annually by the Education Authority on the basis of data submitted to them for their audit of SEN arrangements.

(iii) Supporting parents and families

Parents and carers are always welcome to the school. At Hope Primary School, working as a partnership is recognised as an essential element in the successful education of all pupils in particular for those pupils with special needs; therefore, we maintain an open door policy.

There are regular, planned meetings with parents in the autumn and spring and a full written report in the summer term. Parents are invited to be involved in setting up and reviewing progress documented on MSLP's. Pupils and parents are both involved in the target setting and review process.

Class teachers or the SENCO may initiate day to day contact with parents via a communication book or home school diary and parents may phone or call to make an appointment to see staff whenever necessary. Staff are encouraged to fill in an agreed record (form) following a meeting with a parent to give a brief overview of the nature of the discussion and any agreed actions arising from it. If actions are necessary by the parent or carer then a copy of the form is sent home as a record of this.

(iii) Storage of Information

Information relating to children's targets must be accessible by class teachers on a daily basis. Sensitive information linked to liaison with outside agencies, medical information and reports about individual children is kept in a file, in the SENCO cupboard, in a locked cabinet.

(iv) Links to External Agencies

The school will liaise with outside agencies where appropriate, and work in partnership with them to meet children's needs. Such agencies might include educational psychologists, speech therapists, autism outreach services, behaviour support services, occupational therapy, physiotherapy, visually impaired services, physically impaired services, medical staff, counsellors and secondary schools.

Please refer to Hope Primary School's Local Offer for more detailed information about when and how these services may be used.

(v) Dealing with complaints around SEND

Please also see Hope Primary School's complaints policy.

Parent/carers complaints are dealt with at the school in the following ways:

- discussed informally with the Class Teacher;
- referred to the SENCO;
- referred to the Head Teacher
- in writing to the Governing Body, following which a written reply will be given;
- parents/carers may contact the LEA who will then contact the school;
- parents may go to SEN/Disability Tribunal. Support for this is available from Independent Parent Special Education Advice <http://www.ipsea.org.uk/>

Written: 1st July 2018

Review date: July 2019

Signed _____ Head Teacher

Signed _____ Chair of Governors