



# Hunnyhill Primary School

Date of Review	2nd February 2016
Next Review Due	January 2017
Changes from previous	Refs to IEP removed
Staff Responsibility	SENCo
Responsibility FGB/Committee	FGB
Signed by Chair of Governors	

## Special Educational Needs Policy

SENCO: Mrs Lisa Steedman

Member of SLT

Sept 2014 to July 2015 - undertaking National SENCO Award (Middlesex University)

### Principles

- We aim for a school ethos sympathetic to children's social, emotional, physical and academic needs.
- The school curriculum is planned to cater for all needs through a differentiated curriculum, including the National Curriculum and EYFS.
- We monitor all pupils regularly to identify special educational needs as soon as possible.
- S.E.N pupils are regularly monitored to ensure they receive appropriate support.
- All staff are regularly updated to ensure they are informed about new initiatives in special educational needs.
- Parents of all children are seen as partners with school staff in working for the maximum development of each child.
- Outside agencies are involved in working with our children when and where appropriate.
- Class work is differentiated appropriately to meet the needs of each pupil.
- We liaise fully with pre-schools and appropriate Secondary schools or Academies.
- We work to secure all available funding, ensuring that pupils with special educational needs are adequately provided for.

### Aims and objectives

At our school we consider that every child's needs, strengths and difficulties will be recognised, valued and supported in order to enable the child to make good progress, achieve the best possible outcomes and feel included. We are committed to working in partnership with all who are involved with the child in order to provide an inclusive environment and experience which supports the whole child; we will particularly seek to foster a partnership between home and school. We believe all children are unique and special but at times some children present with barriers, difficulties or differences which call for an additional focus.

This policy covers all children who present at any time with a particular need which requires something additional and different to that which is usual practice for children of the same age. This may be in terms of assessment, planning, teaching, resources or curriculum. In particular, this policy outlines how the school supports children with special educational needs, complies to the DfES Code of Practice (2014) and any guidance and processes provided by the Local Authority.

- Teachers and support staff are able to fulfil their roles and responsibilities with knowledge and confidence to appropriately meet the needs of children
- There will be effective partnerships between all involved with the child
- Any statutory processes will be completed within the prescribed timescales
- The SEN Register will show movement on, off and through the graduated response levels

- Any child with a medical condition will be appropriately supported and have access to a full school curriculum including school trips and physical education.

The Governing Body will consider the success of this policy by monitoring and reviewing the above aims and report on this within the Annual Report.

## Special Educational Needs

The definition of special educational needs (SEN) and provision is set out in 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.

Children have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions in the local area.
- are under compulsory school age and fall within the definition at a) or b) above or would so do if special educational provision was not made for the child

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.

*Special educational provision* means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- for children under two, educational provision of any kind.

Children's needs will be assessed in order to follow this definition. We will work within the guidelines produced by the Local Authority and use any information with which a child enters the school.

## Provision

Underpinning the effective inclusion for any child is the quality first teaching and learning experienced within the classroom on a day to day basis. Within the classroom, strategies are used which engage children, support learning and address barriers to enable the child to build on prior learning and make appropriate progress.

Children who are identified with special educational needs will receive provision which is considered to be 'additional and different' to that which is provided for children of the same age. This will involve:

- addressing barriers through quality first teaching with particular strategies.
- planned learning programmes delivered by additional adults for set periods of time. These may be within small groups or on a 1-1 basis. (Our school provision map is available on request.)
- specific short term targets which have been identified and recommended from external professionals focus all involved with the child to that which needs to be improved and how best to achieve it.

The SEN Code of Practice 2014 states that;

- All children and young people are entitled to an education that enables them to:
- achieve their best;
- become confident individuals living fulfilling lives; and

- make a successful transition into adulthood, whether into employment, further or higher education or training.
- The majority of children and young people with SEN have their needs met through mainstream education providers and will not need Education, Health and Care plans

### **Educational inclusion**

Through appropriate curricular provision we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

### **Arrangements for coordinating provision**

The Special Educational Needs Coordinator (SENCO) is Mrs Lisa Steedman

She is supported by Special Educational Needs Support Assistant Mrs Julie Hatcher.

### **Allocation of resources**

Funding for provision is largely from within the schools overall budget. An allocation is given for low incidence SEN, and this is predominantly used to support the employment costs for teaching assistants across the school, specific providers and specific SEN resources. A specific allocation is received related to individual pupils Education, Health and Care Plan, however the first 10 hours of any statement of provision is met from within the schools overall budget. Schools can apply for additional 'top-up' funding for 'high needs pupils' who require additional support, schools will contribute the first £6,000 from their budget and can apply for additional funding of the support costs for the educational provision for a specific pupil. By additional support, we mean the additional education provision that a pupil needs in order to access the school's offer of teaching and learning.

### **Admission arrangements**

The admissions process for children with SEN is the same as for all children. The admissions policy for the school does not discriminate against any child with special educational needs or a disability. Parents or carers seeking admission of a pupil with mobility needs should contact the school well in advance so that consultation can take place.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress, which bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

We support children in ways which acknowledge their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the classroom situation. However, there are times when, to maximise learning, one to one or small group work will take place.

### **Partnership with Parents**

- This policy for Special Educational Needs is available to view on the website or a paper copy can be viewed in the school office.
- The governors' evaluate the policy in action.
- At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

- We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of S.E.N children.

### **Monitoring and Evaluation**

- 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 in school.
- The SENCO is involved in supporting teachers in drawing up individual education plans.
- The SENCO and the named governor for SEND hold meetings at regular intervals.
- The SENCO and the SENCO assistant hold regular meetings to review the work of the school in this area.
- The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings.

### **External Consultancy Support**

The school is part of a cluster arrangement with other schools purchasing the services and support of Bridges 4 Learning. This is a local company providing quality educational psychology and education services for our school and children. Through half termly meetings and a service allocation the school is able to seek advice and guidance, assessment and interventions appropriate to the needs of our school. This enhances our processes of identification and provision at every stage.

At every level of SEN Support, and statutory assessment there is a partnership approach. Views of the child and parent/carer are considered in terms of what should or could be provided for the child, recommendations are followed from any agency and opportunities are supported to enable agencies to work directly with the child should this be available. Consideration will always be given to new learning programmes and strategies which will enhance what is already provided within school.

For any child who has an Education, Health and Care Plan the school adheres to all the statutory timelines and processes but builds on the partnership approach to ensure that the child's needs are provided for as outlined in the plan.

### **Professional Development**

The SENCO has responsibility to ensure that all staff are able to confidently provide appropriate provision. This ranges from quality first learning to specific and individualised approaches, and those linked specifically to medical conditions, to ensure that staff are properly trained to provide the support that individual pupils needs. Professional development for all staff will be provided through:

- regular focus to SEN, inclusion and disability within staff professional development meetings
- specific whole school training either delivered by school staff or commissioned from external sources
- individualised coaching and mentoring for any member of staff
- signposting to specific sources of reference related to particular needs
- accessing externally provided professional development events

The SENCO will access regular development and briefing opportunities to ensure that the school is up to date with current research, information and guidance. This will be shared with all staff.

### **Links to support services**

The school has a partnership approach with a wide range of outside agencies available to support the school, children and their families. Advice will be sought from the most appropriate agency at the earliest opportunity according to the graduated response. Referrals will be coordinated by the SENCO and made in consultation with parents/carers. The school has regular contact with the Educational Psychology Service, Autism Inclusion Team,

Behaviour and Parenting Support Team, Speech and Language Therapy Services, Early Years Support, Community CAMHS.

### **Links to other services**

In agreement with parents/carers, the school leads or participates in CAFs (Common Assessment Framework) and TAFs (Team Around Families) for any child requiring a multi-agency approach within and beyond the SEN process. The school has an 'in house' family and child support worker, this is a referral based system.

### **Transition and links with other schools**

In order to support transition of children both in to our school and to other schools we will endeavour to take the lead in contacting other schools / providers to ensure that appropriate information is shared to support a transition which is as smooth as possible.

We will make individual arrangements for preparation visits and meetings with parents to ensure that the child and the family are confident of the transition to school.

For any child arriving at school with identified needs, the SENCO will contact the previous school, read the accompanying information and arrange a meeting with parents/carers.

For children with identified needs leaving our school every effort will be made to pass on and discuss any relevant information to ensure the transition is as seamless as possible. All information will be passed to the school on request from the receiving school as is the correct process for all children. For children transferring to secondary school individual arrangements will be made to support the preparation and familiarisation of the new school.

Should any child be offered part time places at a specialist provision across the island we will take an active role in any liaison and transfer arrangements to ensure the experience of the child is as consistent as possible as well as optimising the support, advice and resources available.

Any child with a medical condition, the same procedure will apply when transitioning to a new school, or coming into school. Upon a new medical diagnosis, or a medical condition, the school will work closely with parents and other professionals to put appropriate support into place in a timely manner.

### **The role played by parents and pupils.**

To make communication with parents effectively we:

Acknowledge and draw on parental knowledge and expertise in relation to their child.

Focus on strengths as well as weaknesses.

Ensure that parents understand procedures.

Understand that there will be differing viewpoints and seek constructive ways of reconciliation.

Recognise the need for flexibility in timing and structure of meetings.

Promote the LA Parent Partnership group.

Where possible, pupils participate in the decision-making process including the setting of learning targets and contributing to IEPs.

We also encourage and invite involvement of the local Parent Partnership Service with information about the service provided to families at the earliest stage of the SEN process.

We also believe that the child has the right to be a part of the process and that their view will be sought and valued; their voice should be heard. The child is more likely to make best progress when they are involved and can set their own goals. The child's views will also be sought by their new class teacher at the beginning of every year and some children will create an 'All about me' guide for their next teacher to support transition into a new class group.

**Complaints procedure**

We would strongly encourage any parent to discuss any concerns with the SENCO at the earliest opportunity either by arranging a meeting or by email: [Senco.contact@hunnyhillschool.co.uk](mailto:Senco.contact@hunnyhillschool.co.uk).

Should your concern not be resolved then please discuss with the Headteacher.

Impartial advice can be sought from the local Parent Partnership Service on 01983 825548.

**Evaluation**

The policy will be evaluated on an annual basis against the aims set out at the beginning of the policy.

The policy will be reviewed annually to ensure it is a current reflection of national, local and school perspectives.

Please read this policy in conjunction with the Safeguarding, Child Protection and related Policies