

Hunmanby Primary School

Special Educational Needs and Disabilities (SEND) Policy

CoP	Code of Practice
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
IPM	Individual Provision Map
SALT	Speech and Language Therapy
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
SENDIASS	SEND Information, Advice and Support Service
SSA	Specialist Service for Autism (now Inclusive Education Service)
TA	Teaching Assistant
CPD	Continuing Professional Development

Introduction

At Hunmanby Primary School we welcome **all** children and use our best endeavours to meet the needs of **all** children. This school provides a broad and balanced curriculum for **all** children.

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to **all** children's diverse learning needs. Some children have barriers to learning that mean they require particular action by the school. These requirements may arise as a consequence of a child having SEND. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for **all** children with SEND takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

The aims of this policy are to work within the guidelines set out in the SEND Code of Practice, 2015 and:

- To ensure that all staff recognises each child as an individual, ensuring that all children's achievements and contributions are valued and celebrated by staff, children and themselves.
- Maintain and develop each child's innate desire to interact with all of their peers through mutual concern and respect for each other
- For feelings of self-confidence and a positive wellbeing to be promoted
- To ensure all children are given an equal opportunity to take part in all learning opportunities offered by the school.
- To ensure that the special educational needs of children are identified, assessed and provided for;
- Follow school procedures that ensure early identification of children who need support that is 'additional to' or 'different from' a normal differentiated curriculum.
- To follow school procedures that ensures a graduated response, of 'assess, plan, do, review', in order to provide the correct level of support, whatever the level of need.
- Follow school procedures that ensure early identification of children who need support that is 'additional to' or 'different from' a normal differentiated curriculum.
- To follow school procedures that ensures a graduated response, of 'assess, plan, do, review', in order to provide the correct level of support, whatever the level of need.
- For a range of SEND provision to be provided based on Quality First teaching and aspirational outcomes, using specifically identified interventions, good differentiation, specific intervention programmes and SMART Targets through individual programmes of support.
- Identified interventions are delivered correctly, using a pre and post assessment process to measure accelerated progress and ensure the program is run efficiently
- For quality SEND provision to be assured through provision management and individual provision mapping (IPM) procedures.
- Continue to develop and maintain positive relationships with parent/carers, using an 'Open Door' approach to sharing individual programmes of support.
- To ensure that parents are able to play their part in supporting their child's education
- To be part of an effective multi-agency network in order to combine services around the needs of the children and their families.
- If an issue arises where changes occur ,this must be in consultation with the SENCo
- To make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that our children have a voice in this process via reviews, pupil conferencing, school councils and 1 to 1 discussions;
- Ensure that staff are trained and updated in a range of interventions and strategies as part of their CPD;
- To provide opportunities for smooth transitions to different classes, key stages or educational establishments

Educational inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they

are a valued part of our school community. Through appropriate curricular provision, we respect the fact that all children:

- should be focussed on as individuals, not what their SEND label says;
- have different educational and emotional 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.
- Have the right to access a broad and balanced curriculum and have full access to extra-curricular activities

Teachers respond to children's needs by:

- assessing children to understand where their area of difficulty is
- providing support for children who need help with communication, language, cognition and learning and their mental well-being;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- ensuring they participate in any extra-curricular activities that may require additional support
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special educational needs and disabilities

Children with special educational needs have difficulties that call for special provision that is additional and different to the majority. All children may have special needs at some time in their lives. A child with speech & language difficulties or a medical need does not need necessarily to be included on the school's SEND list: only if the difficulty is impacting negatively on their learning and progress. Children have SEND if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they have social and/or emotional and /or mental health issues that impact on their ability to learn and make progress
- they are under school age and fall within the definitions above;
- they have emotional or mental health difficulties which impact on their learning.

Many of the children who join our school have already attended an early education setting, and in many cases; with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

At our school we use a graduated response to a child's individual needs. The needs of most children are met through effective differentiated class teaching. However, if our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is

called SEN Support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. These are outlined in the Provision Maps, Intervention Maps and Inclusion Passports. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the child within an Intervention Map, a Provision Map and an Inclusion Passport. These indicate what intervention/support has been given in school and the effects it has had on the child's progress. These are reviewed at least once a term.

If the child at SEN Support does not seem to be making progress, the SENCO, with the consent of the parent, will make a referral for support and/or advice to appropriate outside agencies such as learning or behaviour support e.g., the Educational Psychologist, area EMS, Speech & Language Therapy. On the rare occasion that support continues to be necessary, needs to be increased further, or the school is providing a great deal of adult support for the child, a Request to the Local Authority for an Educational Health Care Plan may be considered. In this case the SENCO, Headteacher and staff will work closely with the parent/carer to provide the necessary written evidence to support this request; alongside advice from SENDIASS provided by the Local Authority. All parents/carers of children on the SEND list meet each term with staff in school and relevant agencies providing support. This is in addition to termly parents' consultation meetings with classteachers. We offer an open door policy to all parents and welcome open discussions at any time and are available for any enquiries.

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;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as 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.

The role of the governing body

The governing body has due regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children

with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with a statement of special educational needs or an ENCP are aware of the nature of the statement.

The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs or an EHCP.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and the SENCO meet annually to agree on how to use the schools SEN budget as well as any funds directly related to statements.

Assessment

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.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and school staff to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice and holds meetings with relevant professionals before an EHCP is issued. The needs of the child are considered to be paramount in this.

Access to the curriculum

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.

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. Children have specific targets which are closely matched to their abilities and anticipated rates of progress.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom with a skilled teaching assistant.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership 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 special educational needs.

The school brochure and website contain details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents. 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 children with special educational needs.

If a parent or carer has a complaint about how they feel their child's needs are being met then the first course of action would be to speak to the class teacher, before then discussing their issues with the SENCO and then the head teacher. As a final resort if a parent/carer felt their issues were not being dealt with effectively then school would direct them to make a formal complaint via the Clerk to the Governing Body. Please refer to our Complaints Procedures on the website for further information.

Pupil participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Our school recognises the importance of children developing social as well as educational skills.

All children are involved at an appropriate level in agreeing targets with their classteacher. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

11 Monitoring and evaluation

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

The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

The governing body reviews this policy every two years and considers any amendments in the light of annual review findings or statutory guidance from the DfE.