

HOTSPUR PRIMARY SCHOOL SEN AND DISABILITY POLICY

Name and Contact Details of SENCO: Annie Walker

Annie Walker is also the deputy head teacher and on the Senior Leadership Team (SLT). She has been in post September 2006.

Annie Walker and the assistant SENCO's, Leanne Pearson and Harriet Barrie, are responsible for the implementation of this policy.

This policy was developed in consultation with governors and teaching staff.

Rationale:

- At Hotspur every child is seen as a valued and unique individual and we aim to provide a safe, supportive, creative, friendly and fun environment where all pupils can flourish.
- We nurture our children, taking good care to consider and cater for their varied life experiences, particular needs and learning preferences.
- We are committed to providing an education that enables every child to make and acknowledge progress.
- We endeavour to provide a fulfilling learning experience, underpinned by high and realistic expectations, that encourages every child to achieve their best, socially, emotionally and academically.
- We seek for every child to become an increasingly confident young person, preparing them for a successful transition into Secondary Education.

Objectives:

To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014

To ensure equality of opportunity for all children and to eliminate prejudice and discrimination against children with special educational needs.

To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued by staff and families.

To provide full access for all pupils to a broad and balanced curriculum

To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes

To enable pupils with SEN to achieve their potential

To ensure parents / carers are fully engaged in decision making

To take into account the views, wishes and feelings of pupils

To provide advice and support for all staff working with pupils with SEN

To provide detailed information about the arrangements for identifying, assessing and making provision for

Roles and Responsibilities of the SENCO:

Overseeing the day-to-day operation of the policy

Coordinating provision for pupils with SEN

Liaising with the Designated Teacher where a looked after pupil has SEN

Advising on the graduated approach to providing SEN support

Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Liaising with parents of pupils with SEN

Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

Being a key point of contact with external agencies, especially the local authority and its support services

Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Ensuring that the school keeps the records of all pupils with SEN up to date

The governor responsible for SEN is Ray Blythe.

The designated teachers for safeguarding, including child protection are Miles Wallis-Clarke, Annie Walker and Steve Crosthwaite.

The designated member of staff responsible for managing pupil premium is Miles Wallis-Clarke.

The designated member of staff for looked after children is Miles Wallis-Clarke.

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

Increase access to the curriculum for pupils with a disability

Improve and maintain access to the physical environment

Improve the delivery of written information to pupils

Allocation of Resources:

The head teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN.

Access to the Curriculum:

Hotspur is committed to inclusive practice. The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high and realistic expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and make every effort to remove the barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements :

Hotspur follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014).

This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

A provision map outlines all SEN support and is updated each term.

The following are not SEN but may impact on progress and attainment:

Disability

Attendance and punctuality

Health and welfare

English as an additional language (EAL)

Receipt of pupil premium

Being a looked – after child

Being a child of service personnel

SEN Support – Four Part Cycle:

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

Assess

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

The family will be informed, in a face to face meeting, if their child is identified with a special need. Adjustments, interventions, support and a review date will be agreed with staff, parents and pupil. This will be recorded on the school provision map.

Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support all the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, Community Paediatrics, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS), Autism Dimensions and when appropriate, Social Services and Looked After Children Team.

Additional Top Up Funding

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then the school or family will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

SEN information document (see SEND - Information for Parents and Carers)

This information can be found on the school website. It outlines the provision our school makes for all pupils with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition to secondary school, the pupils and families will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

Partnership with Families:

Hotspur has positive attitudes to parents and carers and family. Parents and carers are consulted and kept informed about the provision for their child. Parents and carers are encouraged to share their concerns with teachers and staff are available to meet with parents on request. Parents and carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. They are fully involved in the review process. Interpreters are arranged for families who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents and carers time to prepare. Philippa Betterton is the Family Support Worker. The Common Assessment Framework (CAF) is used to coordinate support for children and their families who have a range of needs. Parent Partnership Service information is also given.

Pupil Participation:

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. Pupils in key stage 2 and above are invited to attend their termly review meeting.

Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

Regular observation of teaching by the senior management team

Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils

Assessment records that illustrate progress over time – e.g. reading ages

Pre and post assessments for those pupils who are withdrawn for targeted interventions

Success rates in respect of individual targets

Monitoring by the governor with responsibility for SEN

The views of families are sought and evaluated

Regular meetings between SENCO and the teaching assistants

Provision Mapping – used as a basis for monitoring the impact of interventions

LA audit to externally validate provision and outcomes for pupils with SEN

Staff Development:

The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO.

Medical Conditions:

Hotspur will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Admission Arrangements:

Hotspur has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters. Then, if required, the SENCO and /or the head teacher become involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform the family of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

This SEN and Disability policy will be reviewed and amended annually.

REVIEWED SEPTEMBER 2016