

Special Educational Needs Policy

Rational

At Hambrook we have a SEND team comprising of our Special Educational Needs and Disabilities Co-Ordinator (SENDCo) Rachel Yeo, Jeanette Pitman (SENDCo TA Support) and Jo Dent (Headteacher). SEND representation on the Senior Leadership Team is Jo Dent (Head). We adopt the principles underlying the new code of practice (2014) as detailed in Appendix 1. Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning. All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having Special Educational Needs (SEN).

Our Aims are:

- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- To have high expectations of all pupils including those with difficulties and disabilities.
- For all teachers to be successfully involved in the early identification of special needs
- To ensure every child has his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met to the best of our ability.
- To maximise the opportunities for students with special educational needs to join in with all the activities of the school
- To ensure SEND pupils experience success.
- To consider SEND when planning all areas of the curriculum and in all aspects of teaching and learning, including classroom environment and organisation
- To fully involve the pupil and parents/carers in identifying and meeting their special needs.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Identification and assessment of pupils with special educational needs

There are four broad areas of need. They are:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs.

Early identification is vital. Some children will already have been assessed prior to starting at school. Where this has not happened, or problems have arisen later, we will adhere to the following procedure.

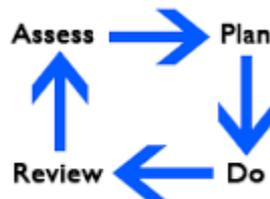
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When a teacher or other adult notices a pupil experiencing difficulties in any area of the curriculum, in their behaviour or socially/emotionally, they will assess the child's difficulties through:

- Classroom observations.
- Analysis of their work
- Discussion with the child, parents/carers, teaching assistants, dinner ladies and the SEND team.
- Proposed solutions are recorded, either as notes in their files or if different from and additional to other class interventions, as an IEP. For behaviour issues this may be a Behaviour Plan. Emotional issues should be referred to the pastoral care team and may need outside help or additional support.
- Continuation of provision is ensured by regular reviews in which the child's progress is discussed with the child and parents. IEPs are reviewed three times a year. Education Health and Care Plans (which replaced Statements from the previous SEN Code of Practice) are reviewed annually. Behaviour Plans are reviewed more frequently. Each review will lead to the next steps being defined.
- The SEND team is involved in providing interventions available to pupils in cross-class groups as part of a provision map, as well as individual targets with individual support and strategies for achieving them.
- Analysis of National Curriculum progress is made by the Head and discussed with teachers to ensure progress. Action is taken where progress is not being made.

The Graduated Approach

We adopt a graduated approach to SEND support as outlined below:



"Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people." (Section 6.44 Special Educational Needs and Disability Code of Practice: 0 to 25 Years)

Differentiation

Differentiation means teaching a pupil in ways and at levels that match their ability and preferred learning styles. Differentiation may be through task, support or resources.

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Consideration should be given to the learning needs and the need for social skills and personal development. Observations and assessment should consider learning difficulties, mental health problems and external factors such as home, parenting, racism and bullying.

SEND Support

Early intervention is the key to ensuring that all learners are motivated and feel successful. If identified as needing SEND support by the school (formerly **Early Years Action/School Action**), the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the SEND team. The SEND team will gather information from the pupil, parents, class teacher, and teaching assistants. The information gathered will help the school to decide what support may be needed. Targets and support will be recorded in an Individual Education Plan (IEP) or an Individual Play Plan (IPP). The IPP/IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus on three or four individual targets that match the pupil's needs.

The delivery of the interventions recorded in the Individual Education Plan continues to be the responsibility of the class teacher.

The IPP/IEP will be reviewed at least three times a year and the outcomes will be recorded. Pupils will participate in the review process according to their age and abilities. Parents will also be invited to participate in the target-setting and review process.

If the pupil does not make adequate progress receiving SEND support by the school, further advice and support will be sought from other specialists e.g. Educational Psychologist, Speech therapist, Physiotherapist, and Occupational Therapist (formerly **Early Years Action Plus/School Action Plus**). Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Advice from outside professionals will be incorporated into the IPP/IEP and these professionals will be invited to contribute to the monitoring and review of progress. The Individual Education Plan will have fresh targets and strategies as appropriate, which should be implemented wherever possible in the normal classroom setting.

If a pupil demonstrates significant cause for concern, the school may request a statutory assessment. Whilst the statutory assessment is being carried out, the pupil will continue to receive SEND support by the school and any other agencies involved. The Local Authority may then decide to issue an Education Health and Care Plan which is reviewed annually. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer.

If a pupil makes sufficient progress the EHCP may be discontinued by the Education Authority.

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Criteria for Exiting the SEND register

If it is felt that pupils are making progress which is sustainable without additional individual support then they may be taken off of the SEND register. If this is the case then the views of the teacher, SEND team, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. The pupil will be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting Pupils & Families

Partnership with parents is crucial as they have key information, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs. This Service provides independent support and advice to parents.

A child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher. Parents are invited to attend all reviews. The school will always tell parents when their child is receiving help for their SEND.

See also www.parentpartnership.org.uk for a useful list of names and addresses of voluntary organisations.

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SEND team will liaise with the SENDCo of the secondary school to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances. They often have their own views about what sort of help they need to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Individual Education Plans, discussions about choice of schools and transition processes.

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Links with other agencies and voluntary organisations.

Following Integrated Working procedures we must keep other agencies informed when we are concerned about a pupil and seek help from more than one other agency. We are committed to following these procedures. (See Every Child Matters in Appendix 1.)

The school receives a limited allocation of visits from the Educational Psychologist for the area. School has a nominated Local Authority Assessment Coordinator who is responsible for reviewing EHCPs. In addition, the school may seek advice from Inclusion Support Services and health professionals.

Monitoring and Evaluation of SEND and Disability

The effectiveness of the school's implementation of its SEND policy will be measured using the following indicators:

- IEPs are in place and reviewed three times a year with the parents and child.
- Teachers short term planning shows evidence of differentiation.
- All children are fully integrated with access to the full curriculum.
- Parents feel involved in the process and share in the work done with the child.
- Children with SEND are identified, assessed, action discussed and implemented with the parents and child involved.
- Children with SEND are making appropriate progress.
- Pupil Progress, SEND tracking and SEND Governor meetings are held regularly to assess, plan and review in line with our graduated approach.

Training and Resources

Pupils with more complex special needs may have additional funds allocated to them as part of their Education, Health and Care Plan (EHCP). Not all pupils with an EHCP receive extra funding from the local authority. The school plans and provides for pupils with SEND from their main budget; usually this is higher than 3.25%.

The Head and SEND team monitor the training needs of all staff and ensure that money is allocated within the budget for appropriate training to enable staff to meet the needs of SEND pupils.

Roles and Responsibilities

Governing Body

The school governors have specific responsibility, through the governor responsible for SEND, to:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that pupils' 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 LA and the governing bodies of other schools, when it seems to be necessary or desirable, in the interests of co-ordinated special educational provision
- ensure that a pupil with SEND is included in all activities, so far as is reasonably practical and compatible with the efficient education of all pupils and the efficient use of resources
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- report annually to parents.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed and works closely with the school's SEND team. The Headteacher seeks out and shares best practice with the LA and other schools. The Headteacher is also responsible for overseeing safeguarding in school.

The School Staff

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet their needs. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

The Special Educational Needs Co-ordinator (SENDCo) and SENDCo Support TA

Responsibilities are:

- To help staff identify pupils with SEND.
- To assist staff in planning support strategies, choosing appropriate resources, preparing individual programs, updating and overseeing records.
- To decide when additional outside help is needed in close co-operation with the class teacher
- Ensure interventions and support are having an impact through tracking SEND children's progress. Refer to the school's policy on 'Interventions' for more detailed guidance on this process.
- Liaising with parents of pupils with special educational needs as appropriate.
- Liaising with the Secondary school SENDCo, educational psychologists, school nurse, Speech and Language Therapists and other health services.

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- To attend and feedback from cluster groups and courses thereby keeping up to date with legislation and good practice.
- Maintain and build up a resource bank in school.
- To keep a provision map to show what interventions are available and how they are being used.

Supporting Pupils at School with Medical Conditions

Please refer to the School Medical Needs Policy

Storing and Managing Information

In line with Records Management Procedures, all SEND information is stored securely in school. Any information relating to Statements of Special Educational Needs or Education Health and Care Plans must be kept for 30 years after the date of birth of the child, before being shredded. Advice and information given to parents regarding special educational needs must be kept for 12 years following closure before being shredded. Children's SEND Files must be kept for 25 years after the date of birth of the child and then reviewed.

Complaints procedures

The school's complaint procedures are set out in the school prospectus.

Parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

Policy Agreed: Summer 2017

Review Date: Summer 2018

This policy is subject to review every year

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EIA Screening

Groups that may be affected:

| Are there concerns that the policy could have a different impact on any of the following groups? | Existing or potential adverse impact | Existing or potential for a positive impact |
|--|--------------------------------------|---|
| Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion) | | |
| Disability (physical and mental disability, learning difficulties; access to buildings, curriculum and communication) | | |
| Gender reassignment | | |
| Marriage and civil partnership | | |
| Pregnancy and maternity | | |
| Racial groups (language, culture, ethnicity) | | |
| Religion or belief (worship, religious or cultural observance, incl non-belief) | | |
| Sex (male, female) | | |
| Sexual orientation (gay, lesbian, bisexual; actual or perceived) | | |

Any adverse impacts are explored in a Full Impact Assessment

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Appendix 1

The following legislation and guidance is relevant to this policy:

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| Special Educational Needs and Disability Code of practice: 0 to 25 years | <i>Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014</i> |
| Education Act 1996 | <i>This legislation is amended by the SEN and Disability Act 2001. The SEN Code incorporates references to relevant sections of the Act.</i> |
| School Standards and Framework Act 1998 | <i>Section 42 requires that governing body's annual report includes information on the implementation of the SEND policy.</i> |
| Equality Act 2010 | <i>Incorporates and builds upon the Disability Discrimination Act 1995 and Special Educational Needs and Disability Act 2001 (SENDA)</i> www.legislation.gov.uk |
| Disability Rights Code of Practice | <i>Code came into force from September 2002 see www.equalityhumanrights.com</i> |
| The Children Act 1989 and 2004 | |

Appendix 2

Definition of Special Educational Needs

The Education Act 1996 says that '*a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.*' It also says that '*a disability, which prevents or hinders them from making use of education facilities*', amounts to a learning difficulty if it calls for special educational provision to be made. Special educational provision is provision that is additional to or otherwise different from that normally available in the area to children of the same age.

Pupils must not be regarded as having a 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:

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

See Section 312, Education Act 1996

Definition of Disability

The Equality Act 2010 defines disability as "a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. 'Substantial' means more than minor or trivial. 'Impairment' covers, for example, long-term medical conditions and fluctuating or progressive conditions."

Equality Act 2010

Avoiding Exclusion: How to tackle Behaviour Issues.

