



Hemingford Grey
SCHOOL

**SPECIAL EDUCATIONAL
NEEDS AND DISABILITY
(SEND) POLICY**

Date policy was last reviewed and approved: **March 2020**

Statement of philosophy

At Hemingford Grey Primary School we support the principle of an inclusive education system and believe that all children within our community have equal rights to the opportunities offered by education. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

As stated in the SEND code of practice - Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

At our school we have:

A commitment to ensuring that every child is challenged appropriately and given the opportunity to develop the attitudes, skills and knowledge that will enable them to thrive in the present and prepare them for the future.

Teachers who 'put themselves into the shoes' of children who come here and having done this, entice them to learn.

Continued rigorous monitoring of teaching and learning to ensure that every child meets the high expectations set for them.

The key drivers for our curriculum are:

Independence

Developing independent learners who understand apply the principles of our 5 Rs of learning to maximise their potential.

Diversity

Developing our learners' understanding of spiritual and cultural diversity in local, national and global societies

Communication and Language

Developing fit for purpose communication and language skills in our learners

Locality

Developing our learners' understanding of the local area and the community that sits within this area

Enquiry and Activity

Developing curious and engaged learners through an active curriculum

To Achieve this the Children are encouraged to work within the 6Rs (Resilience, Respect, Relationships, Risk taking, Reflection, Resourcefulness)

As well as addressing the aims of the school, this policy addresses the following aims in Special Educational and Disability Needs:

The right to:

- Access to a high quality educational experience
- Participate in a broad and balanced curriculum
- Be part of the social life of the school

The school strives to ensure that

- Decisions are informed by the insights of parents and those of children and young people themselves

- Children on the SEND register have high ambitions and are stretching targets are set for them
- Staff track children's progress towards these goals
- Staff keep under review the additional or different provision that is made for children
- Staff promote positive outcomes in the wider areas of personal and social development
- Staff ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

The needs of children will be identified and met as early as possible. The children will be involved in planning their education, encouraging them to become independent and take responsibility within the school. The achievement of all children will be raised.

Equal Opportunities

All children have an entitlement to receive and benefit from the curriculum. At Hemingford Grey we aim to organise our classroom groupings and planning to take account of each child's experiences and abilities, recognising their needs irrespective of gender, disability, race, learning or behavioural difficulties.

Teaching Strategies

Teachers will provide effective learning opportunities for all children through:

- Setting suitable learning challenges
- Responding to children's diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children.
- Make provision for increased curriculum differentiation based on the child's strengths and weaknesses
- Flexible planning and a variety of approaches and teaching methods.

Expected learning outcomes

Adequate progress will be made if:

- The attainment gap is closed between the pupil and his or her peers
- The attainment gap has not grown wider
- The attainment gap is similar to that of peers starting from the same baseline
 - Progress matches or betters the previous rate
- Access is enabled to the full curriculum
- There is an improvement in self-help, personal or social skills
- There is an improvement in behaviour.

Time allocation and organisation

Initial Concern – If a teacher and or parent has raised a concern a child is placed on the 'Children requiring extra support list'. The child is monitored with an 'Assess, plan, Do, review' programme by the class teacher and Inclusion manager. Specific intervention and differentiation is put in place in the classroom to support the child.

SEN Support – Children are identified as having a special educational need or disability. More individualised support is needed and Child is placed on the school SEND register and a programme of intervention devised for the child. Advice may be sought by external agencies. A Pupil Profile will be produced for the child detailing all intervention.

Educational Healthcare Plan (EHCP) School applies for an EHCP for a child to the County Statutory Assessment Team.

Learning Environment

Children with Special Educational Needs and Disabilities' achievements are celebrated across the school through displays, assemblies and other initiatives. Children's learning is supported within the context of the classroom as much as possible.

Resources

The school has a large variety of specific resources to support the learning and development of pupils with Special Educational Needs.

Assessment and Record Keeping

Summative and formative assessments are completed in accordance with the schools assessment policy and are driven by the nature of the child's needs. Outside agency support is provided by Educational Psychologists, Speech and Language therapists, the School Paediatrician, Child and Adolescent Mental Health Service, specialist teaching team, Occupational therapy service, Physiotherapists, Locality team and the Pupil Support Service. The school also employs a speech and language TA and a TA that is responsible for inclusion work and pastoral care.

Parental and pupil views are sought at every stage of the assessment and review of a pupils with Special Education Needs. Each pupil on the SEND register has a Pupil Profile detailing the reasons the child is on the register. It also provides evidence of all the intervention the child is receiving and all the input they are receiving from external agencies. This is reviewed, assessed and next steps identified and discussed with parents on a termly basis.

Health and Safety

When working with equipment and materials, the children will be taught to use their environment to ensure the health and safety of themselves and others.