



# Hawthorn Primary School

## Special Educational Needs and Disability Policy

### Rationale

Hawthorn Primary School is a fully inclusive school, and our mission statement; 'Hawthorn Primary School, where every child **really** matters' forms the foundation of our belief that all children can achieve their potential personally, emotionally, socially and academically in all areas of the curriculum. Hawthorn Primary School is committed to providing a full range of educational and pastoral support to all children within our school. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion by treating all children as individuals and ensuring they receive unique provision and resources to suit their specific needs.

### Objectives

- To ensure equality of provision for young people with special educational needs and disabilities (SEND).
- To take in to 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, Keeping Children Safe in Education 2016, Supporting pupils at school with medical conditions 2014.
- To provide full access for all children to a broad, balanced and relevant curriculum.
- To ensure 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 full 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 pupils with SEN.

### SEN Coordinator

The SENCo is Mrs Sara Mulvey, for further information please contact on: [sara.mulvey@hawthorn.newcastle.sch.uk](mailto:sara.mulvey@hawthorn.newcastle.sch.uk) or 0191 2734237.

### Roles and Responsibilities

The Special Educational Needs Coordinator (SENCo) is responsible for:

- 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.
- Liaising with parents/carers of pupils with SEN.
- Liaising with Early Years providers, other school, 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/carers 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.
- Complete relevant documentation required for additional funding for pupils at SEN Support, Top-Up Funding and High Needs Funding.
- The Head Teacher is the 'Designated Person' for SEN provision.
- The governor responsible for SEN is: Mr Jeff Lough.

### **Specialised Provision**

Hawthorn Primary School has an Additional Resources Centre for pupils with social, emotional and behavioural difficulties.

### **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 the 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**

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and promote inclusivity by removing barriers to learning. Pupils with SEN are taught with their peers in mainstream classes. In order to maximise learning, some pupils are withdrawn, individually and in small groups to take part in time-limited, individualised interventions planned to meet particular needs. Teachers are responsible and accountable for the progress and development of the pupils. 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 and Review Arrangements**

Hawthorn follows the graduated approach of assess, plan, do and review as outlined in the SEN 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 judgements and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. An individual education plan (IEP) outlines the SEN support offered and is updated regularly.

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 – a 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 or subject 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/carers will be asked to contribute to the assessment through discussions and review meetings.

#### **Plan**

Working together with parents, we will make the appropriate adjustments to the curriculum/physically environment, support with interventions, and provide pastoral support as necessary. School will create an IEP to reflect the agreed provision. Review dates will be agreed with staff, parents/carers and where appropriate the pupil and outside agencies. The SENCo will support this process.

#### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be formally reviewed on an agreed date. Reviews will be held with parents/carers at least three times per year. The class teacher or subject 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 a range of services including – Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team.

#### **Additional Top-Up Funding**

Where a pupil's needs exceed the nationally prescribed threshold, 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 school or parents/carers 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.

**Further details on provision for pupils with SEN can be found in the SEN Information Document (see below).**

**SEN Information Document**

This report can be found on the school website. It outlines the provision Hawthorn Primary 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.

### **Looked after children (LAC)**

The SENCo and designated teacher meet on a termly basis to ensure that arrangements are in place for supporting pupils that are looked after and also have SEND. SEND reviews and PEP meetings are coordinated and where possible meetings are held on the same day.

### **Transition Arrangements**

Transition is carefully planned and suited to the individual needs of pupils at Hawthorn Primary School. In order to ensure successful transition to Secondary School, the pupils and parents/carers will be fully involved in 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. Where appropriate, we involve Educational Psychology Service to support transition groups in order to make the move as easy as possible.

### **Partnership with Parents/Carers**

Hawthorn Primary School values the important role that parents/carers play in their child's education. Parents/carers are always informed when their child is placed on the SEN register and the graduated response, outlined in the SEN Code of Practice (2014), is explained to them. Parent Partnership Service information is also given. They are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. Our Family Support Coordinator, Lorraine Shields, is proactive in supporting parents in a variety of ways including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Early Help Plan is used to coordinate support for children and their families who have a range of needs.

### **Pupil Participation**

The views of all pupils are valued and each child is treated as an individual. Pupils with SEN are supported to be fully 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. The pupil review sheet is completed with the class teacher on a termly basis.

### **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 including:

- 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.
- Pre and post assessments for those pupils who are withdrawn for targeted interventions.
- Monitoring of individual targets.
- Monitoring by the governor with responsibility for SEN.
- Collation of the views of parents/carers and pupils.
- Regular meetings between SENCo and Head Teacher.
- Termly pupil progress meetings to discuss progress, overcoming barriers, members of the SLT to monitor/evaluate specific targeted intervention

- External validation of provision and outcomes for pupils with SEN for example through the Local Authority or OFSTED.

### **Staff Development**

The SENCo ensures that 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.

### **Medical Conditions**

Hawthorn Primary School 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. Please see our 'Supporting Children with Medical Conditions' policy for further details.

### **Admission Arrangements**

Hawthorn Primary School has adopted the criteria set out in the Local Authority's admission policy. We welcome pupils with known SEN and disability, as well as identifying and providing for those not previously identified as having SEN. Please see our 'Admissions' policy for further details.

### **The Complaints Procedure**

Initially an attempt will be made to resolve the 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 Head Teacher or Senior Leadership Team will 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 Local Authority will become involved. School will inform parents/carers of the Local Authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

### **See other related policies**

- Supporting Children with Medical Conditions
- Attendance
- SEN Information Report
- Complaints
- Admissions

### **SEN and Disability policy**

**Renewal Date: May 2018**

**SENCo**

**To Governors**

**Date: 10<sup>th</sup> May 2018**

**Review Date: May 2019**