



SEN Policy

K. Merritt & J. Bullock

January 2016

Here at Hatchell Wood Primary School we are committed to meeting the special educational needs of our pupils. Our overall aim is to be a totally inclusive school which supports all children and where staff appropriately differentiate.

This policy has been written with reference to the following guidance and documentation:

- Equality Act 2010

- SEND Code of Practice 2014
- Statutory guidance on supporting pupils at school with medical conditions 2014

SENCO- K. Merritt

Inclusion Lead - J. Bullock

Learning mentors - L.Winter/E Sidebottom

Definition and identification

Children have a special educational need if they have a learning difficulty that calls for special provision to be made for them. The SEN Code of Practice (2014) describes four categories of need. These

are

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

What is not SEN but may impact on a child's learning and progress:

- Disability (the SEN Code of Practice outlines that 'reasonable adjustment' is a duty for all

schools provided under the current Disability Equality legislation) This alone may not necessarily constitute SEN

- Attendance and punctuality
 - EAL
- Being a looked after child
- Health and Welfare issues
- Behaviour. Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child's behaviour will be investigated and recognised and identify if there is a learning need.

Roles and Responsibilities

The Head Teacher has overall responsibility for Inclusion and SEN provision within school. This is delegated to the Inclusion Team (Miss K Merritt, Mr J Bullock and Mrs L Winter), who give regular updates to the Head Teacher and Governor with responsibility for Inclusion.

The Inclusion team will:

- Ensure the day to day operation of the Inclusion Policy.
- Liaise with and advise colleagues.
- Coordinate provision for children with SEND or other additional needs.
- Liaise as appropriate with parents.
- Liaise with outside agencies.

- Organise reviews for children with statements of Special Educational Needs.

Class teachers have responsibility for adapting their teaching approaches, through appropriate differentiation or support, to ensure that all children have access to the curriculum. No child will be excluded from any learning activity, or extra-curricular activity, due to impairment or learning disabilities. Class teachers also have responsibility for the day-to-day organisation of provision for children within their class. They will monitor the progress of all children and seek advice from the Inclusion Team for any child that causes concern.

LSA's and the Learning Mentor will support the child in appropriate ways following instructions and discussion with the class teacher. They will give feedback to the teacher orally following each activity with the child. They will provide the specific support indicated for children with a statement and ensure that appropriate resources are available.

As subject leaders, all teachers have responsibility for various areas of the curriculum and will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and

other curriculum material. All staff will work closely with the Inclusion Team.

Aims and Objectives

In order to achieve our aims and to ensure that children with SEN achieve their full potential and make progress we will work with the guidance provided with the SEN Code of Practice 2014. We will operate a whole school approach towards the management of provision and support by:

- Discuss with parents at every stage and keep them informed to encourage full partnerships
 - Involve children as much as possible in discussions relating to their learning and needs
- Give all children access to a broad and balanced curriculum
- To ensure that the best provision is provided for the children to access and meet their needs
 - We will provide differentiated teaching strategies and resources to meet the needs of all children
 - To endeavour to make the school building physically accessible to all
 - To provide staff CPD
- Ensure that the learning, including social, emotional and behavioural development needs are

identified and assessed as early as possible and be closely monitored.

- Ensure that the school liaises with outside agencies effectively to meet the needs of staff and pupils. To develop a whole school approach towards children with SEND or other additional needs.
- To value and include children with SEND or other additional needs in all aspects of school life.
- To develop promote self esteem, confidence and independence.
- To identify and assess children with SEND or other additional needs as early as possible and to monitor their progress.

Managing pupils needs who are on the SEN register

Every teacher provides excellent targeted classroom teaching also known as Quality First Teaching (Wave 1)

The class teacher:

- Provides differentiated work and additional resources or adult support to enable children to access the curriculum.
- Develops the child's self-esteem.
- Monitors the child's progress.
- Consults the child's parents.

If your child still needs extra support then we will provide small group intervention work (Wave 2)

This means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- A learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

If wave 3 has been in place and your child is still finding it hard that your child will have individualized support (Wave 3)

Specialist support run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups. This means they have been identified by the SENCO as needing some extra specialist support in school or from a professional outside the school. This may be from:

- Local Authority central services
- Outside agencies

For your child this would mean:

- Your child will have been identified by the class teacher or SENCO (or you will have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

Children will have an SEN Support Plan written with the SENCO, teacher and child. SMART targets are set and then reviewed on a termly basis.

An SEN Support Plan is a written document required for each child who is eligible to receive special education services. It is provided to a student who has been determined first to have a disability and, second, to need special education services because of that disability. They are receiving additional and different support to his/her peers. This will be put in place if the IEP targets aren't being met and if we feel there are deeper learning needs. This means your child may get extra support from the teacher or TA and be observed and monitored by the inclusion team.

If your child has a Statement or an Education, Health and Care Plan then they will have an annual review. Parents, the pupil, the LA, the school and any other professionals involved will be invited to discuss and consider whether any amendments need to be made to the description of the pupil's needs or the provision specified. The annual review will focus on what the child has achieved as well as difficulties being faced.

Admissions

Pupils with SEND will be admitted to Hatchell Wood Primary School in line with the school's admissions policy. The school will use their induction meetings to work closely with parents to ascertain whether a child has already been identified as having SEND.

If the school is alerted to the fact that a child may have a difficulty in learning, they will endeavour to collect all relevant information and plan the next steps.

The school will make contact with previous schools or nursery settings in order to ensure that transition for children with SEND is as smooth as possible.

School Facilities & Resources

The school is single site and entirely on one level, with access is via the main entrance which is suitable for wheelchair users. There is a disabled parking bay at the front of the school building. Classrooms are also suitable for wheelchair access. In the Foundation Stage, there is a ramp to allow disabled children and adults to access the outdoor play area. There is currently one disabled accessible toilet for children or adults, and two toilet cubicles with wide access for wheelchairs (one in KS1 and 1 in KS2). There is a changing facility in one of the toilets near the PE changing rooms. The majority of our classrooms are carpeted, providing good acoustic conditions so that the effects of hearing difficulties are minimised.

Support is tailored to the individual child, through discussion with the class teacher, learning support assistants and parents. It may include:

- Use of specialised equipment, such as dyslexia friendly reading rulers and books.
- Use of computer programmes such as Number Shark, Word Shark and Lexia.
- Use of structured intervention programmes such as Direct Phonics and First Class @ Number.
- Use of educational games.

- Small group work to develop children's self-confidence, memory, speaking and listening or social skills.

If, upon the advice of the Educational Psychologist or medical specialist, the school or parent/guardian consider it necessary, we will ask the authority to undertake a statutory assessment of the child's needs which may lead to the issue of an Educational, Health and Care Plan.

Monitoring and Evaluating

The inclusion team monitor the movement of children within the SEN system in school. We have inclusion folders which are collected in and reviewed by the team to ensure that SEN Support Plans are kept up to date. We will ensure inclusive education for our pupils by constant review and evaluating of support being offered. Children will be closely tracked and their progress monitored to ensure that they are achieving alongside their peers.

Quantitative - SEN records

The SEN records will include the school's responses at all stages and information from review meetings will be included. We will regularly scrutinise the

SEN register, SEN support plans and reports from outside agencies.

Qualitative - pupils are involved with aspects of their SEN procedures. Conversations take place and we discuss how they feel their schooling is going and how we can meet their needs. All children with annual review meetings complete a review form with the aid of an adult if needed to gain their insights and feelings. This will be looked and discussed at the meeting.

Review of policy

As with all school policies, a whole school approach is required for the implementation of the policy, which should offer guidance and protection to those at Hatchell Wood Primary.

This policy will be reviewed annually. These questions will be addressed

- Does the policy provide useful guidance and protection?
- Is the policy up to date?
- Do amendments need to be made, what are they?

Amendments will be made by the identified person(s) and passed to relevant parties for approval.

Complaints Procedure

Should any parent/guardian disagree with the decisions made about their child, and do not feel satisfied after discussion with the child's class teacher and/or the Inclusion Manager, they should contact the Head Teacher. Should this meeting not satisfy the parent/guardian then the complaints procedure may be obtained from the Chair of Governors.

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