



Hackleton CEVA Primary School

'Inspiring learning for life'

Special Educational Needs and Disabilities Policy 2020

Jesus said, 'Love God, and love others as you love yourself.' (Luke 10, verse 27)

Aims

As outlined in the *SEND Code of Practice, 2014*;

All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best*
- *become confident individuals living fulfilling lives*

Definition

A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision (namely provision different from or additional to that normally available to pupils of the same age); that is within the four broad areas of need. These are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulty
- sensory and or physical need

At Hackleton CEVA Primary School our objectives are:

1. To identify and provide support for pupils who have SEN and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school
4. To create a support structure to enable individuals to achieve.

At Hackleton CEVA Primary School the needs of our pupils are monitored by a team of people, which includes the Head Teacher/SENCO, SEN governor, all teaching staff and teaching / support assistants.

The role of the SEN Co-ordinator

The Special Educational Needs Co-ordinator for Hackleton CEVA Primary School is Mrs Sarah Mills.

The SENCO will:

- Work in conjunction with staff to identify and monitor children who have SEN
- Be updated about the progress of SEND children from each year, following termly review meetings

- Oversee the SEN records of all children on the SEN register
- Arrange for assessment (where appropriate), and ensure parents are informed
- Liaise with external agencies e.g. Educational Psychologist, community paediatrician
- Work with SLT and SEN Governor, to evaluate information and inform them of any issues

Identification, assessment and provision for pupils with SEN

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about a child's performance in relation to national expectations. These judgements will be discussed during termly progress review meetings (with teaching staff, Headteacher, SLT and pastoral support worker) and review meetings with parents / pupils.

We also identify SEN needs through the following:

- information directly given by parents
- data gathered from in-school assessments
- recommendations from other professionals; e.g. Health and Social Care

There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

Level	Triggers	Process
Monitor	If a child has been identified by the class teacher and SLT as failing to make progress they will monitor the child (assess – plan – do – review cycle).	<ul style="list-style-type: none"> - Areas of difficulty will be established - Discussions with parents - Some strategies and differentiation of the curriculum will be initiated - Wave 1 interventions (quality first teaching)
Discussions will be held at Termly Pupil Progress meetings.		
SEN support	After a period of monitoring, if a child: <ul style="list-style-type: none"> - continues to make little or no progress over a longer period, - is working at curriculum levels substantially below that expected of a child of a similar age - has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service - has on-going communication or interaction difficulties which cause substantial barriers to learning. 	<ul style="list-style-type: none"> - Specific targeted support will be initiated - Further assessments may be arranged - Referral to outside agencies e.g. Educational Psychologist - Wave 2 interventions (additional provision / small group intervention) - Placed on the SEN register and receiving Wave 3 interventions, e.g. specific learning programmes
Following targeted teaching approaches, in discussion with parents, children may be placed on the SEN register. Discussions will be held at termly pupil progress meetings and review meetings		
EHCP	If a child: <ul style="list-style-type: none"> - continues to make little or no progress in relation to specific targets, - continues to work at curriculum levels substantially below expectations - requires specialist equipment or regular specialist support 	<ul style="list-style-type: none"> - Plan and track targets - Work with support services - Work with parents
It may be decided, in discussion with parents and multi-agency meetings that there is a need to apply for an EHCP.		

Individual Education Plans are put in place for children with specific additional needs, such as physical aids / interventions; visual/hearing impairments; ASD 1:1 support.

Children with Education Health Care Plans

Where the SENCO makes a referral for EHCP to the LA, the child will have demonstrated significant cause for concern. Parents will have been consulted as part of an on-going dialogue. The school must present evidence that it has provided the first £6,000 of SEN support for each child from the school's budget. The EHCP Pathway will be followed and schools will carry out the recommendations that are agreed to.

Monitoring

The SENCO evaluates the school's SEN provision as part of the School Improvement Plan. Review meetings will be held between the SENCO, headteacher and designated governor for SEND.

Intervention strategies to support children with SEN

The school organisation allows for each class to have a 'team around the child' with a class teacher and access to a teaching assistant. Learning is differentiated in every class and groups are supported at the appropriate levels to provide specific, targeted interventions. As highlighted below, there are numerous strategies that are used throughout the school:

- Quality First Teaching:
- Daily in-class support with TA
- Small group maths and English support
- Additional Learning Support

Wave 2/3 interventions:

- SENCO support
- Additional 1:1 tuition / support

External Support Agencies

When children require additional support the SENCO may also seek advice from other professionals. These include;

- Educational Psychologist
- Speech and Language Therapy Service
- Outreach support from other schools in the Schools Teaching Alliance
- Counselling / Support Services
- School Nurse
- Hearing / Visual Services
- Physiotherapy / Occupational Therapy

These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is provided.

Supporting pupils with medical conditions

Hackleton CEVA Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Supporting pupils with disabilities

Not all children with disabilities have SEN. Many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheelchair. Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the curriculum and assessment arrangements.

English as an additional language (EAL)

If a child with English as a second language is experiencing difficulties which appear to be more than language based, then school will arrange for assessments to be carried out to establish whether or not they have learning difficulties.

Training

The SENCO will keep staff updated regarding any changes concerning SEND issues and will encourage personal development in this field. The SENCO will budget appropriately for SEN priorities to reflect the current population with SEND in school.

Partnership with Parents

The school will endeavour to:

- Provide clear and accurate information about the child's SEN and purpose of any assessment, targets or intervention
- Ensure that parents have the opportunity to talk with the SENCO, class teachers, support assistants and other professionals, so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets
- Provide information regarding the Local Offer (via the website)
- Inform parents before involving outside agencies for additional advice or assessments

Arrangements for considering complaints about SEN provision within school

Initially, complaints should be discussed with the class teacher. Depending on the outcome of the meeting the SENCO or headteacher should be informed. If no agreement can be decided, the parent can then approach the school's named governor with responsibility for the monitoring of the school's SEND policy. They would also be given the name of the LEA identified / nominated person who has been trained to help them deal with their problem, or contact details for the Information, Advice and Support Service for parents. It is hoped, however, that matters can be dealt with within the school domain.

Policy Review

Policy will be reviewed annually and discussed with SLT and Governors.