



SEN POLICY

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Document history

- Issue 1: This was a version written in 2002 in a different format.
- Issue 2: Detailed changes throughout the policy. These were agreed at a meeting of the Curriculum & Standards committee on 05/02/09
- Issue 3: Completely re-written (using School Bus model policy) September 2015

Date	To	Special Needs Co-ordinator (SENCO on SMT)
1.9.13	31.10.15	Joanne Garside - Achieved NASENCo award.
1.11.15		Sue Tickle - Headteacher

1 Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)

2 Introduction

At Hollingworth Primary and Nursery School we provide a broad and balanced curriculum for all children. SEN is the responsibility of all class teachers. We believe that children have special educational needs if they have a learning difficulty, which calls for provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Children may have special educational needs either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulties experienced by the child.

Teachers respond to children's needs and make provision, where necessary, to support individuals or groups of children to enable them to participate effectively in curriculum and assessment activities. As early identification is vital to provide the best possible support and provision for our children to access the curriculum, we monitor children's progress and development closely from the early years upwards; therefore enabling early intervention where appropriate.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

3 Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all involved in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;

- to enable all children to have full access to all elements of the school curriculum;
- to ensure children's views are sought and taken into account;
- to work within the guidance provided in the SEND Code of Practice, 2014.

4 Identifying needs.

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire , assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We acknowledge that there can be a range of reasons which may impact on progress and attainment and these include:

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman.

We as a school community have a commitment to promote equality. We believe that this policy is in line with the Equality Act 2010.

5 A graduated approach to SEN Support.

5.1 Registering Concerns

If a child has been identified or there are concerns about his/her progress, teachers will discuss these concerns with parents/ carers and SENCO, who then may move the child onto the SEN register.

When considering whether a child has a special educational need, the class teacher considers the following information:

- performance as monitored during part of the ongoing assessment and classroom observation;

- the results of assessments;
- progress compared to the objectives specified in the Curriculum
- performance measured against National expectations
- results of standardised tests e.g. Rising stars and optional tests.

5.2 Early Identification

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

At Hollingworth primary school, Mrs Tickle (Headteacher) and Mrs Bates (Deputy Headteacher), hold Pupil Progress Meetings with class teachers termly. These meetings analyse progress and identify children making less than expected progress given their age and individual circumstances. As a school, we then put provision in place for these children. Progress is monitored closely. If, after high quality teaching and intervention, the child is not making the required progress then other forms of support are considered. We inform parents at the earliest opportunity of the school's concerns and discuss the appropriate special educational needs provision available for their child.

5.3 Intervention

As advocated in the Code of Practice (CoP) once pupils have been identified as having SEN the school will intervene through either:

- Low need
- High Need

Once the decision has been made to place a child on the additional needs register, the class teacher will:

- explain to parents/ carers that the curriculum will continue to be appropriately differentiated to meet the needs of their child;
- discuss the targets and provision with the child;
- set up a provision map or individual education plan with specific targets to suit the child's needs;

The SENCO will:

- place the child on the additional needs register;
- open up an individual file which catalogues events and records contact from outside agencies;
- liaise with the class teacher and SMT to discuss progress.

5.4 Low need and High need

Low Need intervention can be triggered through concern and despite receiving differentiated teaching pupils:

- make little or no progress
- work at levels significantly below others of a similar age
- show persistent emotional / behavioural difficulties
- have sensory or physical problems which hinders progress

- experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning
- show difficulty developing literacy or numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which continue despite the use of specialist equipment
- have communication and / or interaction problems, which continue despite curriculum differentiation

The school will consider an appropriate approach such as:

- providing different materials or equipment
- organising staff to work closely with the pupil
- sending staff to attend specific training
- group support
- devising interventions and monitoring their effectiveness.
- LEA support for advice on strategies and equipment or staff training

The SENCO will:

- consult with parents where appropriate
- advice and support the class teacher where possible
- ensure that provision has been matched to need
- ensure that at a review date, new targets are set, new strategies are outlined and the provision made
- ensure relevant background information is in place
- provide contact details and referral forms where appropriate.

If at Low Need level, the pupil has not progressed then the pupil may be assessed by an Educational Psychologist and may be moved to a High Need level.

High need intervention can be triggered through concern that despite receiving differentiated teaching and additional support pupils:

- have made little or no progress
- are working at National Curriculum levels well below that expected of a child of a similar age
- still face difficulties in developing literacy and numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which require additional specialist equipment and advice from specialists
- have communication or interaction problems which prevent the development of social relationships

A Statutory Assessment may be requested from the LA if the child still remains a cause for concern and a Statement of Special Educational Need in the form of an EHCP will be provided if the LA feels that the child requires provision beyond what the school can offer.

6 Educational Health Care Plan (EHCP)

Educational Health Care Plan (EHCP) will:

- outline details of the Local Authority's assessment of the child's special educational needs
- state the special educational provision which will be made to meet those needs
- identify the type of school which the Local Authority believes would be appropriate to make such provision
- identify either the school which it considers to be suitable or the school for which the parents have expressed a preference
- state where the special provision is to be provided otherwise than at school

The Annual Review will:

- assess the progress of the pupil in relation to the targets
- review the provision made for the pupil
- consider ending, continuing or amending the existing plan.
- set new targets for the following year

A transitional review, that is when pupils leave the primary to the secondary phase, enables the receiving school to plan appropriate provision for the child.

7 Arrangements for Co-ordinating Provision

The school has a Special needs co-ordinator (SENCO) who is responsible for co-ordinating special needs provision within the school. The SENCO:

- manages day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- facilitates the completion of the documentation required by outside agencies and the LA;
- acts as the link with parents/ carers;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as a link with external and support agencies;
- manages a range of resources linked to children with special educational needs;
- ensures that teachers meet with parents/ carers informing them of their child's progress when reviewing termly IEP's or provision maps and setting new targets;

8 Supporting Pupils and Families

We believe that a close partnership with parents/ carers will enable children to progress. Parents have a key role to play in the partnership between home and school as they have much to contribute to the overview.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support.

The School Prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. At all stages of the special needs process, the school keeps parents/ carers fully informed and involved. We take account of the wishes, feelings

and knowledge of parents/ carers at all stages. We encourage parents/ carers to make an active contribution to their child's education and record their contributions on IEP's and provision maps. We inform the parents/ carers of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

Our school local offer is available to view on our school website.

9 Monitoring and evaluation of SEND

The effectiveness of the SEN provision contributes to the Full Governing Body Report. The Special Educational Needs policy and provision is reviewed and amended as appropriate. The SENCO carries out regular SEN drop ins and questionnaires in order to listen to and act on pupils voices. The views of staff and parents are also regularly sought.

10 Roles and responsibilities

The Role of the Governing Body

The governing body work with the school to secure the necessary provision for any pupil identified as having a special educational need. They are provided with up to date information on SEN provision within school. The SENCO ensures that all teachers are aware of the importance of providing for these children. The school website includes information for parents/ carer regarding Special Educational Needs.

The role of the SENCO is to:

- consult with parents where appropriate
- advice and support the class teacher
- ensure that relevant paper work for outside agencies and the LA is completed
- liaise with outside agencies to gain advice and support. Provides contact information for teachers to contact professionals directly.
- ensure that provision for pupils is matched to need, overseeing the establishment of new IEPs and provision maps.
- ensure that at a review date, new targets are set, new strategies are outlined and the provision made
- ensure relevant background information is in place
- organises and co-ordinates additional needs meetings.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Children are supported in the classroom situation or withdrawn for extra support in small groups or on a one-to-one basis.

11 Resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including provision for children with statements for special educational needs. The SENCO manages a small SEN budget.

12 Storing and managing information

The Headteacher informs the governing body about how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO meet regularly to discuss issues around SEN and specific children on the register, or those about to be placed upon it.

Records for SEN children are stored both in a locked cabinet and in classrooms as part of teachers records, as appropriate.

13 Reviewing the policy

The Special Educational Needs Policy is reviewed annually and any amendments are considered in light of the annual review findings and DCSF regulations.

14 Monitoring and Evaluation

The SENCO, SMT and Headteacher monitor the progress of children within the SEN system in school by:

- undertaking monitoring of IEP's to ensure that they contain appropriate targets that follow advice from professional and external agencies;
- scrutinising pupils' work;
- discussing progress with pupils and parents/carers;
- meeting with class teachers;
- gathering assessment data using SATs, Foundation Stage Profile information and P-scales (including those relating to behaviour);
- tracking the rate of progress in relation to pupils' attainment;
- recording termly interventions for pupils on a school system.

The Headteacher provides governors with regular summaries of how the policy impacts on the practice of the school.

The SENCO supports teachers who are involved in drawing up Individual Education Plans for the children. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENCO meets with the Headteacher and SEN TA to review children's progress and draw up timetables of support. This ensures best use of support/time allowing us to meet the needs of our children.