



**South Hiendley Junior, Infant  
&  
Early Years School**

# **SPECIAL EDUCATIONAL NEEDS POLICY**

Date: January 2018

Review Date: January 2019

SENCo: Mrs A. Webber

## **Introduction**

The following definitions of special educational needs (SEN) have been taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because their first/ home language is different from the language in which they will be taught.

The government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13 March 2014 came into force from the 1 September 2014. A new SEN Code of Practice also accompanies this legislation.

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care Plan (EHCP). These plans are being supported by an Education, Health and Care Plan Pathway. More detail about these new pathways (the Local Offer) for families is available on the school website.

Each SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. Each SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Please see the school Website for further details on South Hiendley's Local Offer.

## **Aims and objectives of the Policy**

South Hiendley J I & EY School aims to provide every child with access to a broad and balanced education. This includes the National Curriculum, where relevant to this age group, in line with the *Special Educational Needs Code of Practice 2014*.

In order to meet the Individual Needs of pupils, the school will:

**Identify those who have SEND/Individual Needs** at the earliest opportunity by gathering information from parents/carers, education, health and care services.

**Monitor the progress** of all pupils in order to aid the identification of those with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

**Make appropriate provision** to overcome all barriers to learning and ensure pupils with SEND and other Individual Needs have full access to the curriculum. This will be co-ordinated by the SENCo (Special Educational Needs Co-ordinator) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

**Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress.

**Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.

**Provide ongoing training** for all staff working with pupils with SEND/Individual Needs.

## **Responsibility for Co-ordination of SEND Provision**

The **SENCo** will have specific responsibility for SEND. The SENCo will keep in regular contact with the Senior Leadership team.

The **SENCo** will keep up-to-date with, and monitor the school's SEND provision. The SENCo will also be responsible for ensuring that arrangements are in place for SEND provision throughout the school, including:

- Responsibility for the day to day operation of this policy
- Maintaining a register of children with SEND/Individual Needs, and ensuring that SEND records are up-to-date
- Working closely with the Senior Leadership Team and other staff in co-ordinating provision for SEND

- Working closely with the parents/carers of SEND pupils
- Liaising with outside agencies to gain advice and support for SEND pupils

### **Arrangements for coordinating SEND/Individual Needs provision**

The SENCo will hold details of all SEND Support records such as provision maps, One Page Profiles or targets.

All staff can access:

- South Hiendley School's SEN Policy
- A copy of the inclusion list
- Guidance on identification in the Code of Practice (SEN Support and students with Education, Health and Care Plans)
- Practical advice, teaching strategies, and information about types of special educational needs, disabilities and other individual needs

### **Admission and access arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

### **Allocation of resources for students with SEND**

All pupils with SEND will have access to Element 1 and 2 of South Hiendley School's budget. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the local authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Pupil premium and other funds may also be accessed to support the requirements of SEND.

### **Identification of students' needs**

#### **Quality First Teaching**

Any pupil who is falling significantly below the range of expected academic achievement will be monitored.

Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCO will be consulted as needed for support and advice to determine what level of provision the child will need going forward.

If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary

Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

Pupil progress meetings are used to monitor and assess the progress being made by all children.

### **SEN Support**

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this. The aim of formally identifying a student with SEND is to help the staff at South Hiendley to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process, an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes:

- Assess
- Plan
- Do
- Review

#### ***Assess***

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

At this stage it may be necessary to issue a One Page Profile or My Support Plan. These documents outline exactly what support the pupil is receiving and set timescales for reviewing progress.

### ***Plan***

Planning will involve consultation between the teacher, SENCo and where appropriate parents to agree the interventions and support that are required. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### ***Do***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

### ***Review***

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers where appropriate

Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for a statement will be taken at a progress review meeting.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

Parents/carers

Teachers

SENCo

Social Care

Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from the Education, Health and Social Care (EHCP panel) about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health and Care Plans [EHC Plan]**

Following Statutory Assessment, an EHC Plan will be provided by the relevant local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan

Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents / carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a whole class setting. Pupils may be withdrawn to take part in small group or individual interventions.

### **Complaints procedure**

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher who will be able to advise on formal procedures for complaint

### **Continued Professional Development (CPD)**

South Hiendley J, I and EY School aims to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND or other Individual Needs.

The SENCo attends relevant SEND courses, SEND meetings and facilitates /signposts relevant SEND focused external training opportunities for all staff.

South Hiendley J, I and EY School recognises the need to train *all* staff on SEND issues. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

### **Links to support services**

The school continually builds strong working relationships and links with external support services in order to fully support SEND students and aid inclusion.

Sharing knowledge and information with relevant support services is key to the effective and successful SEND provision within South Hiendley J, I and EY School. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo, who will then inform the child's parents/carers.

### **Working in partnerships with parents/carers**

South Hiendley J, I and EY School believes that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will be consulted with regards to future

provision.

### **Links with other agencies and voluntary organisations**

South Hiendley J, I and EY School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The school is committed to working with relevant Local Authority's Educational Psychology Services, CAMHS and any other appropriate health, social care or other services.

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or is a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

### **Linked policies**

This Policy should be read in conjunction with the following policies:

- Curriculum Policies
- Equality and Diversity Policy
- Safeguarding Policy
- Accessibility Plans
- Complaints Procedure

### **Review Process**

This Policy will be reviewed annually by the SENCo.

SENCo: Mrs A Webber

SEN Governor: Mrs D Jones

Headteacher: Ms L Corson

Chair of Governors: Mr M Turton

Date: January 2018

Review date: January 2019