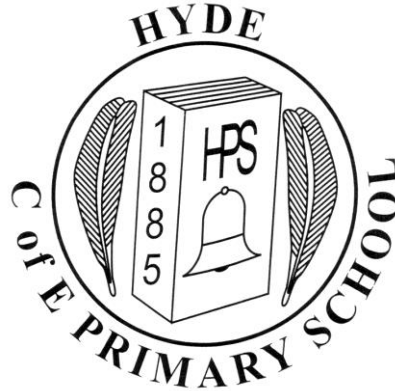




HYDE C. E. PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Endorsed by Governing Body: 25th June 2018	Review Date: June 2019
Headteacher: Julie Dalziell	Signature of Headteacher: 
Chair of Governors: Robert Shadbolt	Signature of Chair of Governors: 

HYDE C.E. PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

RATIONALE

At Hyde C.E. Primary School we welcome children of all abilities. We are committed to the development of an inclusive curriculum, which sets suitable learning challenges, responds to the diverse learning needs of our children and overcomes potential barriers to learning.

We believe that;

- children with SEND should have their needs met,
- the views of the children should be sought and taken into account,
- parents have a vital role to play in supporting their children's education,
- children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

AIMS

We aim to:

- ensure that children's special educational needs and disabilities are identified early,
- take into account the views and wishes of the children,
- work in partnership with parents, taking account of their views,
- ensure that all staff are aware of their responsibilities towards children with Special Educational Needs and Disabilities.
- plan work which includes appropriate content for individuals to progress,
- ensure effective collaboration with external agencies.

DEFINITIONS

A Definition of Special Educational Needs and Disability (SEND), (from the Special Educational Needs and Disability Code of Practice, 0 to 25 years, July 2014)

Special Educational Needs, (SEN)

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Disabled Children and Young People

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

ROLES AND RESPONSIBILITIES

Provision for children with Special Educational Needs and Disabilities is a matter for the school as a whole; however, the division of responsibilities is thus:

Governors

In co-operation with the Headteacher, the Governing Body will:

- determine the school’s general policy and approach to provision for children with SEND,
- establish appropriate staffing and funding arrangements
- maintain a general oversight of the school’s work in regard to SEND
- through the School Improvement Committee, take a particular interest in and monitor the school’s work on behalf of children with SEND
- through the Buildings and Premises Committee review and update the school’s Accessibility Plan
- Identify a named governor with responsibility for SEND. Currently this is Mrs Susan Willcocks
- Ensure that the policy is available to parents on the school website

Headteacher

The Headteacher will:

- be responsible for the day-to-day management of all aspects of the school’s work, including provision for children with SEND.
- keep the Governing Body informed on the working of the SEND policy,
- ensure that all members of staff receive in-service training.

SENDCo

Our SENDCo is Mrs Sarah Close.

The SENDCo will:

- be closely involved in the strategic development of the SEND policy and provision
- in collaboration with class teachers, identify children with SEND
- establish and maintain a register of children with SEND
- liaise with the local pre-school and secondary school
- have day-to-day responsibility for the implementation of the school’s SEND policy and for co-ordinating provision for children with SEND
- attend relevant in-service training

Class Teachers

Class teachers will:

- ensure they are fully aware of the contents of this policy
- be responsible for meeting the needs of the children in their class
- be responsible for raising concerns about individual children with the SENDCO
- write Personal Plans for SEND children, with support from the SENDCO and Learning Support Assistants
- work closely with children with SEND, providing increased differentiation, monitoring and reviewing of their progress
- consult with parents as appropriate
- liaise with the SENDCO and external agencies as appropriate
- attend relevant in-service training.

Learning Support Assistants

The Learning Support Assistant will:

- work with small groups or individual children as required by the class teachers or SENDCO
- deliver a range of activities devised by the class teacher and linked to children's specific learning need as detailed in their Personal Plan.
- monitor children's progress in these activities and report back to the class teacher and SENDCO
- regularly liaise with the class teacher and SENDCO in order to adapt and amend plans
- attend relevant in-service training.

IDENTIFICATION, ASSESSMENT AND PROVISION

We adopt a graduated approach to action and intervention which recognises there is a continuum of SEND. All children identified with SEND will have a Personal Plan which will be reviewed regularly. Where necessary, increasing specialist expertise will be sought on the difficulties a child may be experiencing.

We recognise the need for early identification, assessment and provision. The earlier action is taken, the more responsive the child is likely to be. Assessment should not be regarded as a single event but rather as a continuing process.

School Request for A Statutory Assessment

Where a child has demonstrated significant cause for concern, we may request that the LEA, Health and Children's Services make a statutory assessment. Before such action can be considered we will provide written evidence of and/or information about:

- Action taken by the school including Personal Plans for the child
- Records of regular reviews and their outcomes
- The child's health, including their medical history where relevant
- Attainments in literacy and numeracy
- Educational and other assessments, (e.g. from an Educational Psychologist)
- Views of the parents and the child
- Involvement of other professionals
- Any involvement by the social services or education welfare service

All Education Health and Care Plans, (EHCPs), must be reviewed annually. The annual review ensures that all parties involved consider both the progress the child has made over the previous twelve months

and whether any amendments need to be made to the description of need or provision. It is a way of monitoring the effectiveness of the EHCP.

How Children with Special Educational Needs are Identified:

To identify children who may have Special Educational Needs, we measure progress by referring to:

- their performance monitored by the teacher as part of on-going observation and assessment,
- the outcomes of assessments made against the Early Years Foundation Stage (EYFS) Profile,
- expectations within the National Curriculum,
- standardised screening and assessment tools.

We are also open and responsive to expressions of concern by parents and take account of any information provided by parents about their children

Provision

- All children shall have access to the National Curriculum unless other provisions have been made in an individual EHCP.
- Teachers will use support staff, where available or appropriate, to aid small group or 1:1 work. Where a child needs greater amounts of 1:1 work, s/he may need to be removed from the classroom to a suitable environment
- Children will not be removed from P.E. or assembly for SEND work.
- All children with SEND are fully integrated into the school and provision is provided to ensure full access to after school activities, off- site visits (in line with Hampshire County Council's guidance for off-site activities) and school sponsored events.

We will take all reasonable steps to ensure that no children are disadvantaged.

Personal Plans

The strategies employed to enable the child to progress will be recorded on a Personal Plan, (PP). Only strategies which are *additional to* or *different from* the differentiated curriculum should be recorded.

The PP will include information about:

- the short term targets set by or for the child,
- the teaching strategies used,
- the provision to be put in place,
- when the plan is to be reviewed,
- success criteria,
- outcomes (to be recorded when the PP is reviewed).

PPs will be formally reviewed termly. When reviewing the PP we will consider:

- the progress made by the pupil,
- the parents' views,
- the pupil's views,
- the effectiveness of the PP,
- any specific access issues which impact on the child's progress,
- any updated information and advice,
- future action.

Parents will be invited to meet with the class teacher termly to review their child's PP. This is in addition to the termly meeting for Parent –Teacher consultations.

Action to Meet Special Educational Needs

At Hyde C.E. Primary School, action to meet Special Educational Needs tends to fall within four broad strands:

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

Decisions about which actions are appropriate for which pupils will be made on an individual basis by careful assessment of:

- the child's difficulties,
- the child's needs for different approaches to learning,
- the classroom context.

SEND FUNDING AND RESOURCES

We currently receive a devolved allocation from the LEA based on the number of pupils on roll.

The school also funds the first £6,000 of provision for any child with an EHCP. This can include staffing, resources and training.

The Governors are committed to investing additional finance from the budget share in Learning Support Assistant time for children with SEND and staff in-service training. They will also consult with Hampshire County Council regarding any additional funding which may be available.

Resources for learning are used to enable SEND children to gain full access to the whole curriculum. Equipment and differentiated materials are available. All SEND children are entitled to and have the same access to resources as other children in the school.

Any children with physical or sensory disabilities have access to specialist equipment as advised by specialist from outside agencies.

MONITORING THE SUCCESS OF THE SEND POLICY

To ensure our SEND provision is successful we will:

- ensure that the culture, practice, management and deployment of resources are designed to meet the needs of *all* children,
- ensure that children's Special Educational Needs and Disabilities are identified early,
- work in partnership with parents, (see Appendix 1),
- review on a regular basis the impact that interventions are having on the child's progress
- co-operate closely with all agencies concerned and adopt a multi-disciplinary approach to resolve issues, (see Appendix 1).

COMPLAINTS PROCEDURE

Every effort is made to work with parents to resolve any concerns that may arise. Parents are welcome to discuss their child with the class teacher, SENDCO or Headteacher at any mutually convenient time. If the concern cannot be resolved, the parents may put their concern in writing to the Headteacher who will make a written response and arrange to meet the parents. If a satisfactory way forward cannot be found the parents have the right to appeal to the Governors or the Local Education Authority.

STRANDS OF ACTION TO MEET SPECIAL EDUCATIONAL NEEDS

Assessment and Planning	Grouping for Teaching Purposes	Human Resources	Curriculum and Teaching Methods
<p>Assessment by class teacher and SENDCO; continuous assessment and curriculum assessments may be supplemented by standardised and diagnostic tests.</p> <p>PERSONAL PLAN setting targets, (some may be shared with other pupils in a Group EP). Parents informed and may be involved in supporting targets in the home.</p> <p>External services undertake specialist assessment leading to a more specially-focussed PERSONAL PLAN. Parents involved in supporting targets in the home.</p> <p>Involvement of both educational and non-educational professionals in assessment and planning.</p> <p>Longer-term plan for provision, supported by shortened term Personal Plans. Parents involved in both long and short term planning.</p>	<p>Pupil based in the ordinary classroom.</p> <p>Grouping strategies used flexibly within the classroom.</p> <p>Pupils based predominantly in the ordinary classroom, supported through flexible grouping strategies.</p> <p>Access to individual or small group tuition to support PERSONAL PLAN targets delivered within the classroom through limited periods of withdrawal.</p> <p>Pupil works predominantly in small groups or on an individual basis in the ordinary classroom, in a withdrawal situation or in a resource base.</p>	<p>Main provision is by class teacher with SENDCO involved in assessment and planning.</p> <p>Pupil support used routinely and some adult support may be provided on an ad hoc basis (e.g. if a LSA or parent helper is already helping in the classroom).</p> <p>Specialist teachers or educational psychologist may be involved in providing advice on strategies.</p> <p>Main provision is by class teacher. Pupil support used routinely in the classroom with some limited targeted adult support provided by LSA or other adult.</p> <p>Individual or small group tuition provided by LSAs under the guidance of a specialist teacher or adviser.</p> <p>Pupil support used routinely in the ordinary classroom with sustained targeted support provided by an LSA or another adult.</p>	<p>Emphasis on differentiation for curriculum access. Possibly some specific reinforcement or skill development activities in support of PERSONAL PLAN targets.</p> <p>Emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming to support specific targets.</p> <p>Access to ICT and to specialist equipment and materials as necessary.</p> <p>Increasingly individualised programme though within the context of an inclusive curriculum.</p> <p>May involve the use of specialist teaching and/or communication techniques, supported by appropriate equipment and materials.</p>

PARTNERSHIPS AND SUPPORT SERVICES

WORKING IN PARTNERSHIP WITH PARENTS

We believe that partnership with parents is essential in enabling children with SEND to achieve their potential. We will ensure that:

- parents are told when we first identify that a child has SEND,
- parents are fully involved in the school's response for their child and understand the purpose of any intervention or programme of action,
- we acknowledge and draw on parental knowledge and expertise regarding their child,
- we respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- we recognise the personal and emotional investment of parents and are aware of their feelings.

SUPPORT SERVICES

Many children with SEND have a range of difficulties and the achievement of educational objectives is likely to be delayed without partnership in the child's education between all concerned. Thus support for children with SEND requires a combined approach from:

- Children's Services Departments
- Specialist LEA support services and other providers of support services
- Healthcare professionals

Children's Services Headquarters

Children's Services Department
Hampshire County Council
Elizabeth II Court East
The Castle
Winchester SO23 8UG
Tel: 01962 841841

Children's Services - Local Office
(Education)
HIAS, SEN,
Educational Psychology Service

Winchester Local Office
Clarendon House,
Monarch Way
Winchester,
Hants. SO22 5PW
Tel: 01962 869611

New Forest Locality Team

2nd Floor,
1, High Street,
Totton,
Hants. SO40 9HL
Tel: 02380 816112

School Nursing Team

New Forest and Romsey School Nursing Team
Tatchbury Mount
Calmore
SO40 2RZ
Tel: 02380 874537

Solent Children's Therapy Service
(Speech and Language Therapy,
Physiotherapy, Occupational
Therapy)

Better Care Centre
Adelaide Health Centre
William McLeod Way
Millbrook, Southampton
SO16 4XE
Tel: 0300 300 2019

Solent Child and Family Services

Solent NHS Trust
Highpoint Venue
Bursledon Road,
Southampton
SO19 8BR
Tel: 0300 123 3390