



Special Educational Needs and Disability Policy (SEND)

Date of most recent review:	January 2023
Date of next review:	January 2024
Member of staff responsible:	Rebecca Balloch

INTRODUCTION

Hatherop C of E Primary School seeks to raise achievement, remove barriers to learning and increase curricular access for all. Provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, headteacher, SENDCo and all other members of staff have responsibilities for SEND.

This policy has been considered in line with our vision – ‘Caring, Believing, Achieving’.

OBJECTIVES

- To offer a broad, balanced, relevant and differentiated education. Modification of, and disapplication from, the National Curriculum will only be taken in exceptional circumstances, and only if in the best interests of the child.
- To make every effort to identify and record the ascertainable views of the child about his/her current education at review meetings.
- To accept that the knowledge, views and experiences of parents are vital in helping their child to develop, and that the child is likely to make most progress if parents and the school work together in partnership.
- To provide appropriate curriculum challenge for all pupils with special needs, including more able pupils.
- To design and shape the ethos of the school, our day-to-day practice and the management and deployment of resources to ensure that all children’s needs are met.
- To review regularly interventions for each child to assess their impact, the child’s progress and the views of the child, their parents and their teachers.

- To make sure that all outside agencies work together to ensure that any child's special educational needs are identified early.
- To work closely in co-operation with other agencies to ensure that pupils' needs are met.

ROLES AND RESPONSIBILITIES

The SENDCo (Mrs Balloch)

- Oversee the day to day operation of the school's SEND policy.
- Co-ordinate provision for children with SEND.
- Liaise with and advise fellow teachers.
- Manage and support TAs (Teaching Assistants), assisting with their performance management.
- Oversee annual review processes.
- Oversee the records of children with SEND.
- Contribute to the in-service training of staff.
- Liaise with external agencies including the LA's support services, outreach services and voluntary bodies.
- Liaise with the governing body.

The Governing Board of the school, in cooperation with the Head teacher

- Establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work with SEND pupils.
- Appoint a governor with specific responsibility for SEND who will meet three times a year with the SENDCo.

The Class Teachers

- Deliver high quality teaching for all their pupils, taking account of strengths and gaps in learning.
- Assess and analyse progress for all their pupils and share this information with the Senior Leadership Team and with parents/carers.
- Use their professional judgement to identify pupils making less than expected progress – given their age and individual circumstances – and refer this to the SENDCo.
- Devise additional or different strategies/interventions for those pupils identified as SEND, with advice from the SENDCo and outside agencies if necessary.
- Produce 'My Plans' and then, if necessary, 'My Plan+' and possibly an application for an 'Education Health and Care Plan' (EHCP), with support from the SENDCo.

Other roles responsible for SEND

- (a). Head teacher: Mrs Hancock
- (b). Teaching Assistants
- (c). SEND governor: Ms Angie Bray
- (d). Designated teacher for Safeguarding: Mrs Hancock

ADMISSION ARRANGEMENTS

The LA admission policy applies to all children irrespective of their educational needs. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs as well as identifying and providing for those not previously identified as having SEND.

ALLOCATION OF FINANCIAL RESOURCES

Generally, the funding for special needs comes from the school's own budget. If a child has a statement or an Education, Health Care Plan there may be additional funding provided. This funding would be used for resources as appropriate to the pupil's needs.

IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW.

Teaching staff at Hatherop School have the experience and professional expertise to recognise which children may be developing a learning or behaviour problem, are not working to their full potential, or exhibit particularly high attainment for their age group.

Identification and assessment of pupils with possible SEND is made initially by teacher judgement. This is based upon how individuals are coping with scaffolded work, their spelling and reading ages and their performance in the end of Reception KS1 and KS2 as well as how their progress matches the national Age-Related Expectation indicators for their age group (ARE). Interventions are implemented as and when necessary and added to measure impact. This identification process follows the graduated pathway.

My Plans are written when children are identified as having SEND. These are used to identify the needs, actions and outcomes needed to support pupils with SEND and promote pupil progress. If necessary, a My Plan+ will be completed to enable further assessment and access relevant support. This may then be followed up with an application for an Education, Health and Care Plan (EHCP). Reviews are held at all stages of this graduated pathway.

We maintain a register of pupils where concern has been noted, to aid implementation of the staged approach to SEND as outlined in the current Code of Practice. If there is still concern, underpinned by evidence, despite a child receiving differentiated learning opportunities, then the SENDCo/class teacher will undertake more detailed assessment. This will be done using a variety of diagnostic and standardised tests. SEND audit descriptors will be referred to.

ACCESS TO THE CURRICULUM

All pupils have the entitlement to a broad, balanced and relevant curriculum. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges

- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment.

With advice from and support of the SENDCo, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation (teaching styles and methods, materials and tasks) to determine how these could be improved.

The school uses small group settings for specific teaching, to develop listening skills, to assist learning and cognition.

ACCESS TO THE WIDER CURRICULUM

All children, including those with SEND, are encouraged to join in all extra-curricular activities.

COMMUNICATION WITH PARENTS

Parents of all children attending the school are fully informed by staff on educational progress through:

- Written reports – July.
- Parent/Teacher Consultation Evenings – November and March
- Additionally, parents are encouraged to talk to staff directly if they have a concern.
- My plan/ My plan+ meetings 3 x per year

Children with SEND have the same provision though closer parental involvement is also achieved by class teacher and SENDCo together.

Parents can access support services such as the Family Information Service (FIS) site. Contact details can be obtained from the SENDCo, or on the Gloucestershire County Council website.

If a parent wishes to make a complaint, the steps are detailed in the general complaints' procedure set out in the school prospectus.

ARRANGEMENTS FOR IN-SERVICE TRAINING

The SENDCo attends courses proved by the Local Authority on specific subjects, and is an active member of the SENDCo cluster group. Other SENDCos within the local clusters group are contacted for advice and information if appropriate.

The SENDCo has discussions with Teaching Assistants about the approach to children's learning and materials to be used.

The SENDCo will provide training on relevant SEND issues.

LINKS WITH OTHER SCHOOLS

Hatherop C of E Primary School maintains close links with outside agencies and other schools:

Farmor's School

Educational Psychologist

Speech and Language Team

Advisory Support Teachers

SENDCo Cluster Group

Other related policies

This policy should be read in conjunction with other related policies:

- Child protection policy
- Anti-bullying policy
- Medical policy
- Positive Relationships and Behaviour policy
- Attendance policy
- PSHE policy
- Equality policy