



## **SEN and Disability Policy (SEND)**

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.

### **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**

**Mrs. Nolan is the SEND Co-ordinator (SENDCo)**, and has the responsibility for co-ordinating the day-to-day provision of pupils with special educational needs,

maintaining the SEND register, co-ordinating the annual reviews and IEP review meetings of pupils with statements, drawing up IEPs and/or Intervention group records sheets in consultation with teachers and parents. **The SENDCo** oversees the records of all children with special educational needs.

**The SENDCo**, together with the governing body, has a responsibility for determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

**The SENDCo** will assess and analyse individual children's special needs, liaise with outside agencies, teachers and parents, and ensure that available resources are used to maximum effect.

**The SENDCo** will keep the governing body and class teachers up to date with current SEND issues.

In the event of a Common Assessment Framework form, a SENDCo from a local school would complete necessary paperwork.

## **VALUES**

Our values that underpin our practice in SEND are:

**Encouragement:** we encourage all members of the school community

**Truthfulness:** we communicate truthfully with children, parents and outside agencies about all aspects of an individual's learning

**Respect:** we respect all children and adults in our school and wider community

**Creativity and Humility:** all gifts and talents are recognised and opportunities given to develop and celebrate these within the school community

**Courage:** everyone is given confidence to approach difficult tasks in a supportive and caring atmosphere

**Perseverance:** everyone is expected to persevere through their tasks

## **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 Teaching Assistant support.

## **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.

Children are monitored from when they start school. The Reception teacher carries out assessment under the Foundation Stage Profile. If the class teacher expresses concern about a particular child an informal discussion takes place to develop strategies for intervention. The child is given an “Individual Education Plan with Concern” and parents are informed and individual targets set. If, after intervention, the child is not making progress then, after consulting the County indicators, he/she will be moved to the School Action stage of the Code of Practice where the class teacher, with support from the SENDCo, will identify particular areas of intervention and draw up an IEP. If, after a period at this stage, further action or the involvement of an outside agency is necessary, a move to the School Action Plus stage may be considered.

The assessment of children is by ongoing observation, some specific Local Authority recommended tests and assessments, optional Assessment tests and record keeping.

Once a child has been identified as having concerns, he/she will be given an individual education programme (IEP) showing clearly described targets which are discussed with teachers, parents and the children. This will be reviewed at least twice a year in October and March at a review meeting and more frequently where necessary. The IEP will contain long-term targets which will be broken into smaller units and discussed with the children each half term. Parents are encouraged to be in partnership with teachers and children in target setting and implementation.

The provision in school for children with learning difficulties is through differentiation within the class, small group teaching (which may be in class or with the SENDCo), or working with a learning support worker or occasionally, by 1:1 tuition.

## **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 special educational needs, are encouraged to join in all extra-curricular activities.

### **MONITORING AND EVALUATING THE SUCCESS OF THE EDUCATION PROVIDED FOR PUPILS WITH SEND**

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The SENDCo reports periodically to the governing body.

The school employs a series of methods to gather data for analysis, including:

- Regular observation of teaching by headteacher.
- Analysis of the attainment and achievement of pupils with SEND.
- Success rates in respect of IEP targets.
- Scrutiny of pupils' work.
- Regular monitoring by the SEND governor.
- Maintenance of assessment records (e.g. reading and spelling ages) that illustrate progress over time.
- Regular meetings between SENDCo, class teachers and Teaching Assistants.
- Annual reading and spelling tests of high and medium frequency words.

### **ARRANGEMENTS FOR DEALING WITH COMPLAINTS FROM PARENTS**

These 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

School Nurse

Speech and Language Team

Advisory Support Teachers

SENDCo Cluster Group

**Other related policies**

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

Safeguarding/child protection policy

Anti-bullying policy

Medical policy

Pastoral care policy

Behaviour policy

Attendance policy

Gifted and Talented policy

*This policy was approved March 2016.*