



Background

Legislative Framework

Hanbury C of E First School *SEND* policy for children with special educational needs or disabilities is governed and informed by the statutory framework set out in:

- *SEND Code of Practice 2014*
- *Working together to Safeguard Children 2013*
- *Equality Act 2010*
- *Health and Social Care Act 2010*
- *Education and Inspections Act 2006*
- *Education and Skills act 2006*
- *Education Act 2002*
- *Children Act 1989*
- *Education Act 1996*

Introduction

High quality teaching is that which is differentiated to meet the needs of the majority of children. Some children will need something additional to and different from what is provided for the majority of children; this is the special educational provision and we will do our best to ensure that provision is made for those who need it.

This *SEND* policy details how Hanbury First School will work to ensure that the necessary provision is made for any pupil who has special educational needs. We will ensure that all staff in school are able to identify and provide for those pupils who special educational needs to allow them to join in the activities of the school.

The staff and governors of Hanbury First School will also work to ensure that all *SEND* pupils reach their full potential, are fully included within the school community and are able to make successful transitions between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of *SEND* pupils.

Teaching and supporting such pupils is a whole school responsibility requiring a whole school response. Meeting the needs of *SEND* pupils requires team work between all those involved - School, L.A, Parents/Carers, pupils, Children's Services and all other agencies.

As an integral part of *SEND* provision we will ensure that:

- *SEND* children have their needs met.
- We have a whole school approach but recognising that class teachers, with guidance; have responsibility for the initial informal assessments and establishing individual education programmes.
- We will work hard to support parents/carers through the *SEND* process.
- Teachers are aware of the importance of early identification and of providing for *SEND* pupils that they teach.
- The *SENCO* maintains a confidential register of all pupils with *SEND*.
- Where required, pupils on the *SEND* register have Individual Education Plans developed (Statement only) or are included on Provision Maps (individual or groups).
- Resources to support *SEND* pupils are available.
- Class teachers retain responsibility for pupils with *SEND* and compile the provision maps or IEPs for pupils.
- Continuing Professional Development needs are reviewed annually in order that staff can better meet the needs of children with *SEND*.
- *SEND* pupils are integrated into the life of the classroom. In addition they have access to individual and small group work.
- There is a smooth transition at each stage of transition.

Definition of SEND

Students have *SEND* if they have difficulty which calls for special provision to be made for them e.g. which is additional to or different from differentiated curriculum plans. Hanbury First School regards pupils as having *SEND* if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age;
- b) 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;

Pupils must not be regarded as having *SEND* solely because the language or form of language of their home is different from the language in which they are taught.

Identification, Assessment and Provision

Graduated response

Hanbury First School will adopt a graduated response to meeting *SEND* that requires the additional use of classroom and school resources before bringing in



specialist expertise. When a pupil is identified as having *SEND*, the school will intervene as described below. Such interventions are a means of helping Hanbury First School and parents match provision to an individual's needs.

Early Concerns

The progress of pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

Single Category of *SEND*

Under the new *SEN Code of Practice 2014*, there is no longer *School Action* or *School Action Plus* - the new approach to identifying *SEND* will be through a single school based category of *SEND*, identified from the following categories:

Cognition and Learning Needs. These include:

- Specific Learning Difficulties (*SpLD*)
- Moderate Learning Difficulties (*MLD*)
- Severe Learning Difficulties (*SLD*)
- Profound and Multiple Learning Difficulties (*PMLD*)

Communication and Interaction. This includes:

- Speech, Language and Communication Needs (*SLCN*)
- Autism Spectrum Disorders (*ASD*)

Sensory and/or Physical Needs. These include:

Visual Impairment (*VI*)

Hearing Impairment (*HI*)

Multi-Sensory Impairment (*MSI*)

Physical Disability (*PD*)

Social, Emotional and Mental Health Difficulties.

A pupil is identified as needed provision additional to or different from that provided as part of normal class based activities will trigger the involvement of the *SENCO*.

Evidence will be presented, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress, even when teaching approaches are targeted particularly towards a pupil's proposed area of weakness;
- Shows signs of difficulty in developing literacy and numeracy skills which result in poor attainment in some curriculum areas;
- Presents persistent social and emotional difficulties which are not alleviated by the behaviour techniques employed by the school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum;
- Makes slow progress in developing literacy and numeracy skills;
- Has emotional and behavioural difficulties which substantially and regularly interfere with the pupil's learning or that of the class, despite having an individual behaviour management programme;
- Has *SEND* or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

The Head teacher and *SENCO* will further assess the pupil and support for the individual will be discussed and action taken. A provision map will be written and termly reviews will take place.

It may then be decided, in consultation with the parents/carers and pupil, to involve external support services provided by the Local Authority and/or other agencies. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform planning and help measure the pupil's progress. In some cases they may provide support for particular activities.

Statutory Assessment of *SEND*

In very few cases, if a pupil continues to demonstrate significant cause for concern despite interventions at school, a request may be made to the *LA* for statutory assessment - from 2014 this will be referred to as an Education, Health Care Plan (*EHC*).

This will decide the nature of the provision necessary to meet the needs of the pupil. If this cannot be reasonably met by the school then the *LA* may provide additional resources. Where a request is made, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the authority detailing:



- The school's current provision
- Provision Maps
- Records of regular reviews and their outcomes
- The pupils health, including the pupils medical history where relevant
- Attendance
- National Curriculum attainments in literacy and numeracy
- Assessments and feedback from external agencies
- Views of the parents/carers
- Involvement of other professionals' e.g. Social services, GP.

Assess, Plan, Do, Review

SEN students may be identified through the teachers observations and assessment, standardised assessments, progress checklists, target setting, parental/carers concerns or by external agencies.

Plan

Where it is decided to provide a pupil with SEN support, the parents must be notified. The teacher and the SENCO should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil, working closely with the teaching assistants involved, to plan and assess the impact of interventions. The SENCO should support the class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Provision Maps

Provision maps (PM) include 2 or 3 short realistic and measurable targets related to the area of concern, suggested strategies to be used by the teacher, support staff, parents and pupil and the date the provision starts. The PM should include information about:

- The short term targets set for or by the pupil
- The teaching strategies to be used
- A start date and finish date of intervention
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when PM is reviewed)

Review Process

Provision maps are to be reviewed at the end of a strategy or intervention, with input from the pupil, parent/carers, teacher and support staff and outside agencies (if applicable). Targets will be implemented, as far as possible, in the classroom setting. The delivery of interventions will continue to be the responsibility of the class teacher. Pupils with a Statement of Educational Need or EHCP will have targets which have been established after consultation with parents/carers and external agencies. All statements and EHCP's will be reviewed annually, with the review taking place in school. The parents/carers, the pupil and involved professionals will be invited to consider the progress made by the pupil in achieving targets set and whether any amendments need to be made. The SENCO will then discuss the outcomes of the review and inform the local authority.

Pupil Voice

Where possible, the pupil is asked to give their opinion on how well they have achieved their set targets.

SEN Information Report

Hanbury First School will ensure that the SEN information is accessible on the school website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required should include:

- Identifying children with SEN and assessing their needs;
- Assessing and reviewing children's progress towards outcomes, including the opportunities available to work with parents/carers and pupils as part of this assessment and review;



- Supporting children in moving between phases of education;
- Adaptations to curriculum, teaching and learning environment and access to additional resources;
- Securing expertise amongst teachers to support children with SEND;
- Assessing and evaluating the effectiveness of the provision they make for children with SEND;
- Enabling children with SEND to have access to facilities and extracurricular activities available to all children in the setting;
- Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children with SEND;
- Named contacts for parental concerns.

Allocation of resources

- Resources are allocated to support children with identified SEND.
- Each year, provision is mapped to show how we allocate human resources to each year group, this is also reviewed regularly.
- Support may take the form of differentiated work in class, support from a teaching assistant in focused intervention in groups, or for individuals.
- Where necessary specialist equipment, books or other resources that may help the child are purchased.

Roles and Responsibilities

Role of the Governing Body

The Governing Body must ensure that there is a qualified teacher designated as SENCO for the school. They have a responsibility for the strategic overview of and the implementation of the SEND policy. The day to day management and organisation of SEND at Hanbury First School is the responsibility of the Head Teacher and SENCO. Governors will make sure that a review of the SEND policy is undertaken. All Governors, especially the SEND governor will ensure that they are up to date and knowledgeable about the school's SEND provision.

Role of the SENCO

- In collaboration with the head teacher and governing body, determine the strategic development of the SEND policy and provision at Hanbury C of E First School with the ultimate aim of raising the achievement of pupils with SEND;
- Liaising with and advising colleagues on all matters to do with SEND;
- Contributing to the continuing development and training of school staff;
- Overseeing the review and maintenance of records for all SEND pupils;
- Overseeing the day to day operation of the schools SEND policy;
- Coordinating provision for SEND pupils;
- Organising and maintaining the records of all SEND pupils;
- Liaising with the parents/carers of SEND pupils alongside the class teacher;
- Liaising with middle schools when SEND pupils leave at the end of year 4;
- Liaising with external agencies.

Evaluating the SEND policy

Governing body to review policy alongside the Head teacher and SENCO.