

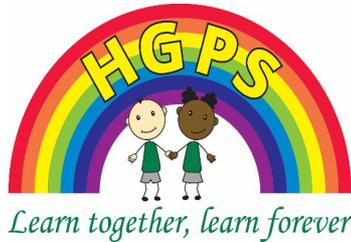
# Special Educational Needs and Disabilities Policy July 2016

**DATE POLICY RATIFIED BY GOVERNORS: October 2016**

**REVIEW DATE: November 2018**

**SIGNED: CHAIR OF GOVERNORS**

**SIGNED: HEAD TEACHER**



**Introduction:** Hazel Grove Primary has a named SENDCO and a named governor responsible for SEND. They ensure that the Hazel Grove Special Educational Needs and Disabilities policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Educational Authority and other policies current within the school.

At Hazel Grove Primary we believe that all children have a right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

- Communication
- Cognition
- Social, mental and emotional health
- Sensory/Physical

### **What are special educational needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a main stream setting in England. Health care provision or social care provision which educates or trains a young person is to be treated as a special educational provision. **Code of Practice 2014.**

As we recognise that all children work differently, at different rates and with different skills and abilities, some may be offered additional support through small group work or 1:1 activities, in order to boost their skills and level of confidence.

The school recognises that the need of high achieving children should also be catered for alongside this.

The SEND policy details how at Hazel Grove Primary, we do our best to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs and disabilities, allowing them to join in all school activities together with pupils who do not have special educational needs and disabilities.

## Special Educational Needs and Disabilities (SEND) Policy

### **Aims and Objectives**

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions full inclusion in school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in co-operation and productive partnership with the Local Educational Authority and other outside agencies, to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through termly meetings between our parents, SEND co-ordinator, individual teachers and a member of the Senior Leadership Team to ensure all children have equal access to succeeding across the curriculum.

**Through appropriate curricular provision, we respect the fact that children:**

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

**Teachers respond to children's needs by:**

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning and in physical, practical activities

- Helping children to manage their own behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

### **Identification, Assessment and Provision**

Provision for children with special educational needs and disabilities is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and Learning Support Assistants, have important day to day responsibilities. All teachers are teachers of children with special needs and disabilities.

The school will assess each child's current attainment on entry in order to assure that they build on the patterns of learning and experience already established during the child's preschool years. If a child already has an identified special educational need or disability this information may be transferred from other partners in their Early Year's setting and the class teacher and the SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

The identification and assessment of the special educational needs of the children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. In these instances it may be necessary to engage the services of an assessment in their first language by a professional who is fluent in that language.

### **The Role of the SENDCO and what provision looks like at Hazel Grove Primary**

The Special Educational Needs Co-ordinator's (SENDCO) responsibilities include:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of children with SEND
- Liaising with parents of children with SEND
- Contributing to the professional development of staff
- Liaising with local high schools so that the support is provided for Y6 pupils as they prepare to transfer
- Liaising with schools so that the support is provided for pupils if either joining HGPS or transfer to another school
- Liaising with external services including the LA's support and educational psychology services, health and social care and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND

- Making regular visits to classrooms to monitor the progress of children on the SEND Support Register

### **Monitoring Children's Progress**

The school's systems for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

In order to help children with special educational needs or disabilities Hazel Grove Primary will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an ISP (individual support plan) and provision map. The SENDCO will have responsibility for ensuring that the records are kept available when needed. If we refer a child for statutory assessment or an EHCP (Education, Health and Care Plan) we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the Special Educational Needs Support Record with parental permission. The class teacher, after discussion with the SENDCO will then provide additional interventions in addition to those provided as part of the school's differentiated curriculum. The child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and the Learning Support Assistants and reviewed formally with the SENDCO, parents and young person.