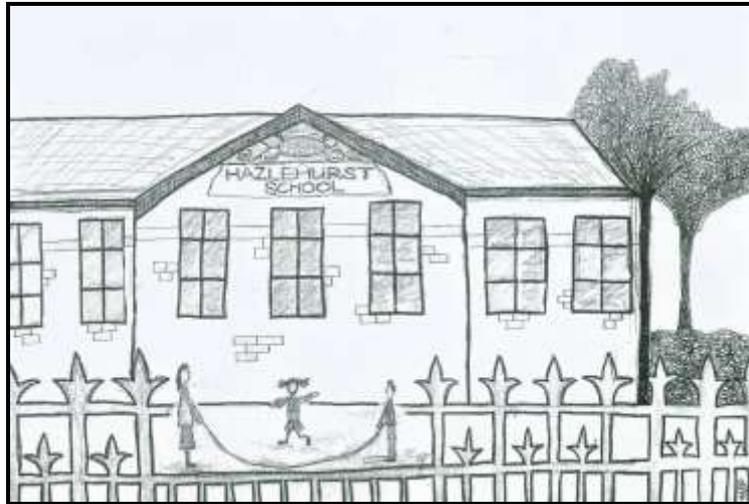


Hazlehurst Community Primary School



Policy for **Special Educational Needs and Disability (SEN/D)**

Revised November 2017
for review by November 2019

Our school is a caring community, founded on mutual respect, where talent is nurtured and everyone is challenged to achieve their potential. Our goal is to inspire a love of learning and create confident, compassionate individuals, who are proud of their achievements and committed to the common good.

DEFINITION

A child or young person has **special educational needs (SEN)** if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools

(Definition of SEN, section 20, Children and Families Act 2014)

CO-ORDINATING SEN/D

Miss Diane French is the named co-ordinator of SEN/D. Mrs Sarah-Jane Snape (parent governor), Mrs Lubna Khan (community governor) and Mrs Judith Power (teacher governor) are the named governors with responsibility for special needs. Provision for children with SEN/D is a matter for the school as a whole. Class teachers, classroom assistants and Special Support Assistants (SSA's) will all have a role to play in identifying and catering for children with special educational needs and/or disability.

ADMISSION ARRANGEMENTS

To ensure that school is accessible, there is wheelchair access to each part of the building from outside using various ramps. However, movement *within* the building is problematic because there is a narrow staircase in the centre of the school, which leads from the lower level classrooms to the school hall and upper level classrooms. The Governing Body will continue to make ongoing modifications to increase accessibility as finances allow.

ARRANGEMENTS FOR IDENTIFICATION, ASSESSMENT & PROVISION

The SEN/D Code of Practice, 2014 describes the four broad categories of SEN/D. These four broad areas give an overview of the range of needs that should be planned for:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health
- Sensory and Physical

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Hazlehurst School, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

A Graduated Approach

High quality teaching, differentiated for individual pupils, is the primary means of addressing the needs of all learners at Hazlehurst School. Teachers are accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

In deciding whether to make special educational provision, the class teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress. The information gathering will include a discussion with the child and their parents regarding the child's areas of strength and difficulty. Parents will have the opportunity to voice their concerns and together decide on outcomes sought for the child and record the next steps in their learning.

SEN/D Support

We recognise that some children may have special educational needs that require specific and additional intervention at some point during their education at Hazlehurst. In making a decision on whether to place a pupil on the school SEN/D register, we use the assess-plan-do-review cycle as directed by the SEN/D Code of Practice, 2014.

Where it is determined that a pupil does have SEN/D, parents will be formally advised of this and the decision will be added to the SEN/D register in school. The aim of formally identifying a pupil with SEN/D is to help school ensure that effective provision is put in place therefore removing barriers to learning. The support provided consists of a four-part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of the interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents will contribute to this. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

Analysis will require regular review to ensure that support and intervention is matched to need and that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support

that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

EDUCATION, HEALTH AND CARE PLANS (EHC Plans)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of a need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need to planning provision and identifying resources, is required.

The decision to make a referral for an EHC Plan will take place at a meeting between the SENCO, parents and any relevant professionals involved. The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals
- Educational Psychology
- External agencies

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Bury Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHC

Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil and any other agencies involved in the child's learning. The review will be child-centred looking at:

- Progress on action towards agreed outcomes
- What we appreciate and admire about the child
- What is important to the child now
- What might be important for the child in the future
- How best to support the child
- Questions and issues
- Creating an Action Plan

The child-centred review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

MEDICAL CONDITIONS

Hazlehurst School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. In supporting pupils with a medical condition, the school refers to the statutory guidelines set out in the document: *Supporting pupils at school with medical conditions, statutory guidance for governing bodies or maintained schools and proprietors of academies in England, September 2014*

FUNDING FOR SEN

This academic year, 2017/2018, the school had 4 pupils with Statements or EHC Plans and received a budget allocation of £36,551 towards their SSA support.

The Pupil Premium allocation for 2017/2018 was £14,360

Use of the Grant

Targeted support to close attainment gaps.

The primary use of the grant at Hazlehurst has been to pay for Teaching Assistant (TA) support across the school to close any existing gaps in attainment between eligible pupils and the rest of the cohort in Reading, Writing and Maths. The TA support has focused on leading intervention groups and 1-to-1 tuition to address any gaps in skills or knowledge that have been identified through ongoing assessments. It is also used to support social and communication skills and emotional well-being.

Total TA hours per week funded from the premium – 24.5

Cost per year - £10,850

Targeted support is also provided through 1-to-1 tuition by teacher tutors. This support is used mainly in Years 5 and 6 to accelerate the progress of any children for whom an attainment gap still exists.

1-to-1 Tuition by Teacher Tutors - £2,560

Enhanced access to the wider curriculum - £950

The secondary purpose of the grant has been to enhance the opportunities for eligible children to access the wider curriculum, including instrumental music tuition (£200) and attendance at residential trips for outdoor and adventurous activities (£750).

PARENTS IN PARTNERSHIP

Parents are invited to attend annual reviews for children with statements or EHC Plans and contribute to the assessment of their child's strengths and needs. Parents are consulted regarding provision of specific interventions offered to their child. A parent-to-parent network meeting is also held monthly in school for parents to meet informally. School also seeks to work in partnership with other agencies, including Health Service Providers, Social Services and Voluntary Organisations.

PUPIL PARTICIPATION

In school, we value children's views. All children are encouraged to take part in school development, planning and establishing school and classroom rules. Rewards assemblies celebrate achievement for all individuals and include social and behavioural successes as well as academic progress. Pupils are at the centre of review meetings and their views on their own progress is heard and valued.

RESOLUTION OF DISAGREEMENTS

In the case of any concerns that cannot be resolved in school, the School Prospectus advises parents of the normal complaints procedure. The Code of Practice advocates a voluntary process which, with the help of an independent party, enables all parties to reach agreement in matters of SEN/D conflict.

EQUAL OPPORTUNITIES

All children with Special Educational Needs and Disability will have access to a broad and balanced curriculum regardless of gender or ethnic persuasion.

LINKS WITH OTHER SCHOOLS

On transfer to High School or other Primary School, all documentation will be forwarded and discussed with appropriate parties. Careful transition programmes are offered where necessary.

EVALUATION OF THE POLICY

This policy will be reviewed annually in accordance with government changes.

Diane French
SENCO
February 2018