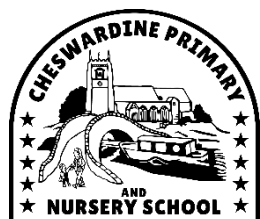


# Meeting Special Educational Needs



## Goldstone Federation

*Together We Shine.*



Hinstock Primary School  
*'Tomorrow's Success Begins Today'*



# SEND POLICY



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# SEND Policy

This guidance should be read in conjunction with Schedule 1 (Regulation 3(1)): "Information from Maintained Schools" in Annex A of the SEN Code of Practice, 2014.

## **I. Basic information about SEN provision**

'All children and young people should expect to receive an education that enables them to achieve the best possible educational and other outcomes, and become confident, able to communicate their own views and ready to make a successful transition into adulthood, whether into employment, further or higher education or training.' (DFE Guide to SEN Code of Practice 2014)

### **Principles and objectives:**

- We have regard to the definition of SEN stated in the 'SEN Code of Practice', 1:3

'Children have SEN if they have a *learning difficulty* which calls for *special education provision* to be made for them.'

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.'

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

*Special educational provision* means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
  - b) for children under two, educational provision of any kind.
- We endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/or physical development.
  - We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
  - Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN.
  - We believe that **all** practitioners are teachers of children/pupils with SEN and differentiate according to the needs of the children in their care.
  - Monitoring the progress of all children/pupils is an ongoing process which enables early identification of any children who may require additional or different provision to be made.
  - We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.
  - Children/pupils with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.
  - Parents are encouraged to discuss any issues and concerns with the class teacher/ SENCO/ head teacher/SEN governor.

### **Management of SEN across the Federation and within each school:**

- Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- Children/pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.
- All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in National Curriculum 2014:
  1. Setting suitable learning challenges
  2. Responding to pupils' diverse learning needs
  3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.
- Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

## Co-ordination of SEN Provision

- The SENCO (Special Educational Needs Co-ordinator) for Hinstock School is. Miss Corinne Davies-Griffith, she can be reached using : [davies-griffith.c@hinstock.shropshire.sch.uk](mailto:davies-griffith.c@hinstock.shropshire.sch.uk) or [senco@hinstock.shropshire.sch.uk](mailto:senco@hinstock.shropshire.sch.uk) on 01952 550220
- From September 2021 The SENCO for Cheswardine Primary and Nursery School and Deputy SENCO for the Federation is Miss Danielle France, she can be reached using: [d.france@cheswardine.shropshire.sch.uk](mailto:d.france@cheswardine.shropshire.sch.uk) on 01630 661233, until then please contact the Executive Headteacher (SENCO trained) Mrs Rachael Williams on [admin@cheswardine.shropshire.sch.uk](mailto:admin@cheswardine.shropshire.sch.uk) and 01630661233
- The management of nursery SEN is overseen by Miss Davies-Griffith but it is best to contact Mrs Lynda Hewson, our Nursery Officer in Charge, she can be reached on [hewson.l@hinstock.shropshire.sch.uk](mailto:hewson.l@hinstock.shropshire.sch.uk) or using: 01952550972
- The SENCO is responsible for:
  - overseeing the day-to-day operation of the SEN policy
  - co-ordinating provision for children with SEN
  - ensuring there is liaison with parents and other professionals in respect of children with SEN,
  - managing learning support assistants /and the SEN team of teachers,
  - advising and supporting other practitioners in the school,
  - contributing to the CPD of the staff,
  - ensuring that appropriate individual education plans(IEPs) or 'assess plan do review' (APDRs) strategies are in place, that relevant background information about children with SEN is collected, recorded and updated
  - liaising with external agencies including the LA and educational psychology services, health and social services, Learning Support Advisory Agencies, early help and compass
- All staff are responsible for children with SEN but additional practitioners, teaching assistants and specialists can all be designated tasks to ensure SEN children achieve their potential
- The SENCO instigates and co-ordinates formulating our policy. The draft is evaluated and amended from the comments received from all the relevant parties involved.
- Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA. We work on a regular basis with the following:
  - Educational Psychology Service: Poppy Chandler (Educational Psychologist)
  - Woodlands Outreach (LSAT)

- Hazel Snape, the Teacher of the Deaf
- Rhiannon Bound (SALT)
- Jo Garner (Reach For Inclusion)
- School Nurses and Physiotherapy Services
- Spectra
- And further agencies as required dependent on need.

### **The Role of the Governing Body**

The governor with responsibility for SEN is Gary Boyles and can be contacted on [boyles.g@hinstock.shropshire.sch.uk](mailto:boyles.g@hinstock.shropshire.sch.uk)

- The governing body should:
  - Ensure that provision is made for pupils who have SEN
  - Ensure that the needs of pupils with SEN are made known to all who are likely to teach them.
  - Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
  - Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
  - Ensure that a pupil with SEN joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEN provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
  - Report to parents on the implementation of the school's policy for pupils with SEN
  - Have regard to the Code of Practice when carrying out its duties to pupils with SEN
  - Ensure that parents are notified of the decision of any extra provision being made for their child
- Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
- The quality of SEN provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEN policy is issued annually and made available to parents
- SEN provision is an integral part of the School Improvement Plan.

## **Admissions**

- Provision for children with SEN is a matter for the schools as a whole.
- We welcome all children to our schools and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEN play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- Pupils with Education and Health Care Plans (EHCPs) are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.
- The entrances for both schools are ramped and wheelchair users can access the main classrooms and toilet for the disabled. Both schools have two disabled toilets for this purpose. Cheswardine's Nursery disabled toilet has an electric changing mat for heavier children's needs as well as Nursery children.

## **Specialisms**

- Hinstock is developing particular expertise in autism and dyslexia
- Cheswardine has expertise with physical disabilities such as downs syndrome and severe deafness, support and training is frequently available to staff to support these needs.
- The schools have experience in supporting children with a variety of needs including Autism.
- A member of Hinstock staff is trained in ELKLAN.
- Staff have received Makaton training.
- Interventions are monitored for success regularly by the Executive Headteacher and SENCO.
- Intervention training has been provided for staff from the Educational Psychology Service in precision teaching.



## **2. Identification, assessment and review**

### **Identification and Assessment**

- We are committed to the early identification and intervention of children who may have SEN.
- More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.
- If further assessment is required we use tracking grids and provision mapping to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child.
- The children have a continuum of needs and we monitor them through individual provision mapping between the Headteacher and the teacher, this then moves on to a 'concern' list for the SENCO to monitor, then to School Support when other agencies may be contacted to give specialist advice. Graduated Support Pathway Funding maybe applied for to help with providing specialist and specific provision to meet needs identified by outside agencies. Finally an EHCP may be applied through from the LA although a graduated response may be requested first to access resources to support specific needs within an allocated time. Both these responses are LA led and have to have a case prepared for an LA panel to assess.
- School Support- If a teacher identifies a child who may have SEN it may be necessary to devise cycles of Assess, Plan, Do and Review (APDR). (In Cheswardine these are known widely as Individual education plans or IEPs). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO, child and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each term (or sooner if required).
- In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether an EHCP (Education, Health and Care Plan) planning assessment may be necessary. We use the Code of Practice to help make any such decisions. If the child's needs are considered to be severe and complex, an EHCP will be issued by the LA in accordance with guidance set out on statutory duties in the SEN Code of Practice.
- The EHCP would provide further funding to support the SEN child. If this is not agreed by the LA it is advisable for the school to apply for a graduated support plan which will provide set funding for a defined period of time if agreed by a panel in the LA.

## Review

- The SEN policy is subject to a regular cycle of monitoring evaluation and review.
- The SEN policy should also be read alongside the behaviour and equal opportunities policy as they are directly linked.
- The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.
- If adequate progress is not made after a substantial period of intervention and review, through the cycle known as plan, do and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A new PDR (IEP) will be drawn up in consultation with the parents/carers.
- The APDR /IEP is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved. A pupil is removed from the SEN Support list if/when targets are met, they will remain on the monitoring list but hopefully the interventions used will have had results and the child will be able to access the learning of peers without further support.
- If a child has an EHCP the APDRs/IEPs over the course of the year must break down the EHCP's long term targets into manageable chunks over the year (reviewed at least three times) and lead up to progress against the EHCP targets which will be reviewed at the Annual Review. This is a statutory process which may have LA attendance, when all parties involved in the child come together to discuss progress towards targets and decide whether any changes to the EHCP are required going forward.

## **Curriculum entitlement**

- All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: pupil progress meetings / observations/baseline assessment/age related descriptors in the National Curriculum at the end of the key stage/objectives of the National Curriculum 2014 and standardised tests
- All information gained is used to support planning in order identify gaps in learning and to aid progress.

### **Inclusion:**

- We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

### **Evaluation procedures:**

- The management group/governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN Policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The SENCOs, Executive Headteacher and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEN.
- SEN is part of our school self-evaluation arrangements and is included in the School Improvement Plan.

### **Procedures for concerns:**

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, the SENCO, the Executive head teacher or the SEN governor and a response will be made as soon as possible.

- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

### **Resources**

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEN budget.
- We intend to develop our resources to support children with SEN that link with priorities stated in the school's development plan.
- We are developing a library/resource base of books/equipment/materials available for children with SEN. Various technological aids are available for us to use when necessary.

### **3. Staffing policies and partnership with external agencies.**

#### **Professional development for staff:**

- We have a plan for all staff and each SENCO to be involved with further training in line with the priorities identified in the School Improvement Plans.
- Each school has regular staff meetings where SEN issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
- Each SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.
- There is an induction procedure for NQT's and new staff into the school's policy and procedures for SEN.

#### **Support services available:**

- Advice and support from outside agencies is available if requested by either school.
- The various support services available are listed in the Local Offer, available on our website: <https://www.hinstockprimary.co.uk/Special-Educational-Needs/> or <http://cheswardineschool.org.uk/home/key-info/send/>
- We have links with various voluntary agencies (see appendix) that the schools can contact and is available as a support for parents, if applicable.
- We believe that effective action on behalf of children with SEN depends upon close co-operation between the school and other professionals, e.g. the LA, SEN support services, health services, social services, SPLT, OT, Educational Psychologist, Woodlands Outreach, Spectra

#### **Links with other agencies:**

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEN. We include all in social events, curriculum workshops and informal meetings.

- Records of all children are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

### **Partnership with parents:**

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in our homework books and reading records.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home. This is in addition to standard termly parent evening appointments.
- Parents/carers are encouraged to use the Parent Partnership Service (see appendix) for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEN to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

### **Pupil participation:**

- Children have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are always taken into account when considering SEN. All children create an 'All About Me' page for their records on a yearly basis and this can be used to support any further help they may require.
- Pupils participate in all the decision making processes, including setting targets and contributing to their APDRs /IEPs, discussing their choices, assessment of needs and in the review procedures.

**Transfer arrangements:**

- We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

## 5. A School-based Response to SEN

<b>Action</b>	<b>Who is involved?</b>	<b>What is involved?</b>	<b>Next steps</b>
Differentiation / Concerns	The class teacher responsible for the pupils.	The teacher plans for the activities to be given the pupils at the appropriate level of need for success and progress to be achieved. Quality First Teaching	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, an individual education plan is considered. Children may be on a concern list prior to a PDR / IEP being written so their progress is more closely monitored in Pupil Progress Meetings between the HT and teacher.
School Support	The teacher responsible for the child informs the SENCO of the concern and with advice obtained, writes a PDR /IEP in consultation with the parents/carers and the pupil.	The PDR/IEP is implemented in the class. Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers. The PDR/IEP is reviewed regularly (at least once a term)	Most pupils should make progress with the additional help but if the targets and strategies implemented in the PDR /IEP mean that adequate progress is not made, advice is requested from outside agencies. Advice form external agencies are added to the PDR /IEP and further cycles of plan, do and review are implemented.
EHCP / Graduated Response.	The SENCO monitoring the PDR/IEP assesses the pupil and finds that even though advice has been followed there are still serious concerns about the SEN pupil. An EP report will be requested and advice taken on requesting an EHCP or graduated response.	The PDR/IEP is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. The PDR/IEP is reviewed regularly (at least once a term). Reports are collated by the SENCO and sent off for the panel to consider.	The majority of pupils will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request for an EHCP. If refused then the graduated response may be applied for or this route would be applied for first.



