



That they may have life; life in all its fullness - John 10:10

Hordle CE (VA) Primary School and Nursery

SPECIAL EDUCATIONAL NEED/LEARNING DIFFICULTIES/DISABILITIES POLICY 2024/25

Any reference to ‘the school’ throughout this policy shall mean Hordle CE (VA) Primary School and Nursery.

Through an education rooted in God’s love and grounded in our community through teamship, our children will shape their identity to become aspirational learners, with enquiring minds and deeply held personal values ready to take on their responsibilities; living life in all its fullness as Global Citizens of the future



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1. Introduction

At Hordle we believe that a pupil has special educational need/learning difficulties or disabilities if they experience a barrier to their learning that requires additional or different provision to that of the differentiated curriculum provided for all pupils.

2. Policy Aim

We believe that every child is of equal value regardless of intellectual or physical ability or behaviour and has the right to learn and to achieve within his/her own capacity.



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3. Policy Objectives

The school's policy, guidelines and procedures for pupils with special educational needs will:

- clarify and facilitate the identification, assessment and provision for pupils with SEN/LDD by implementing the Code of Practice 2014
- be based on the same principles underlying the general aims and learning policy of the school
- enable all pupils to access a broad, balanced and relevant curriculum, according to their ability
- allow all pupils to learn through work differentiated to their individual needs
- recognise the variety of needs and meet them through flexible, responsive and matched provision
- place emphasis on the consistency of approach throughout the school
- provide for effective liaison between all adults involved with the child
- encourage a full partnership between the pupils, parents, the school and other stakeholders
- support governors and staff in the implementation of the programme
- give guidance on the resources available and how they might best be used
- take into account the Hampshire Audit Criteria with reference to the Hampshire Document Criteria for SEN when identifying and assessing SEN/LDD
- be subject to annual review to ensure provision is maintained and improved
- to develop and implement an effective means of inclusion
- to ensure that effective assessment systems and interventions are operated as early as possible in conjunction with other agencies.

The policy will allocate roles and responsibilities for the implementation of clear procedures based on the Code of Practice to ensure a consistent approach to meeting the needs of all pupils with SEN/LDD throughout the school.

Throughout the document the term parent is to include all those with parental responsibility or care of a pupil.

4. Roles and Responsibilities

4.1 Governing Body

The Governing Body must:

- do their best to secure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LEA; as appropriate, the Funding Authority; and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- report annually to parents on the school's policy for pupils with special educational needs
- ensure that the pupil joins in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources
- have regard to the Code of Practice when carrying out their duties toward all pupils with special educational needs, making sure parents are informed of a decision by the school that SEN/LDD provision is being made by the child
- appoint a liaison governor each September

4.2 Headteacher

The Headteacher will:

- be responsible for the day to day management of the provision for children with SEN/LDD
- ensure that all are informed about the child's special educational needs
- liaise with the LEA when formal assessment is necessary.

4.3 SEN Coordinator

The SEN Coordinator will:

- be responsible for the day to day operation of the SEN/LDD policy



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- coordinate provision for all pupils with SEN/LDD
- develop effective ways of overcoming barriers to learning
- work closely with fellow teachers, liaising with them and providing advice
- maintain the SEN/LDD register
- keep the records on all pupils with SEN/LDD
- monitor the long-term progress of SEN/LDD children in relation to the SEN provision made
- ensure liaison with parents of children with SEN/LDD
- ensure all Educational Health Care Plans are reviewed annually with reports being sent to parents and HCC
- contribute to in-service training of staff
- liaise with external agencies and voluntary organisations supporting the child
- take a lead role in drawing up the Individual Education Plan and ensure that records of progress and provision are kept for children at EHCP, SEN Support and Early Intervention Stage
- complete the Hampshire County Council Audit evidence
- allocate extra support based on the funding and criteria of the HCC audit
- work in partnership with the Senior Leadership Team to be the line manager for SEN/LDD Learning Support Assistants
- identify and review areas of development for SEN/LDD in the School Improvement Plan.

The Governing Body recognises the time demands of this role.

4.4 Class Teachers

All class teachers will:

- be involved in the development of the school's policy for SEN/LDD
- understand and share in the implementation of the school's procedures for identifying, assessing and making provision for pupils with SEN/LDD
- provide a differentiated programme matched and responsive to individual needs within the classroom particularly at the Monitoring/Early Intervention Stage
- take a full part in all reviews
- take responsibility for the writing and reviewing of IEPs and contribute to the Individual Education Plan for pupils within the class
- seek advice from the coordinator in assessing and providing for pupils to ensure access to a broad and balanced curriculum.

All persons working with pupils with SEN/LDD will be bound to confidentiality concerning all documentation and discussion.

5. Admission Arrangements

The Admission policy for the school, accepts all children in the catchment area regardless of ability.

On entry any identified Special Educational Need will be discussed fully with the parents.

At Foundation Stage, a home visit will be offered for those families who are new to the school. An 'All about me' form will be completed outlining the new entrant's strengths and areas of weakness.

Initial Foundation Stage Profile assessments from pre-school settings will provide information on each pupil on entry.

The school does have specialised provision for children with SEN and the buildings are on one level and an accessible toilet has been provided for pupil use.

The Identification Assessment And Provision For All Pupils With SEN

6. Allocation of Resource

The school will make available a wide range of resources to children with SEN/LDD to meet individual needs according to their severity.



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The following resources will be used by the school as and when appropriate:

- Materials:
 - technological aids
 - reading aids
 - written materials
 - assessment materials
 - structured programmes

- Staff:
 - class teacher
 - classroom assistants and helpers
 - SEN assistants
 - qualified SEN teacher
 - coordinator for SEN
 - external agencies

Provision of the resource will be based on:

- the school's assessment of the child's needs
- the Stage the child is at according to the Code of Practice
- the funding level allocated by the Hampshire County Council Annual SEN Audit.

7. Procedures

Pupils with SEN/LDD will be identified by their parents on entry to the school or when an adult/outside agency involved with the child expresses a concern.

On the identification of need, each pupil will be assessed by various means to diagnose the nature of the difficulty and to ascertain the individual needs. This will then be met through a planned programme of intervention which will have clear targets set and be monitored for success. Each term, or sooner if necessary, a review will be held to decide future action.

We will follow the 'Plan, Do, Review' cycle as set out in the Code of Practice 2014. At each stage, consideration will be given to the most appropriate support offered. Specialist and expert advice will be sought as necessary.

8. Access to the National Curriculum

All pupils will participate as fully as possible in all class activities and meet the full range of the National Curriculum within the classroom.

Where necessary, extra support will be provided to enable each child to learn and achieve, through differentiated tasks and materials or technological aids.

All pupils with Special Educational Needs will be encouraged to build on their strengths and taught strategies to overcome their difficulties. Where appropriate, reasonable support will be provided within the classroom or a special learning programme introduced to meet a particular learning difficulty.

9. Evaluation

We will evaluate the success of our provision in terms of the individual successes of each pupil with special educational needs.

He/she should:

- make measurable progress
- increase in confidence and independence
- enjoy learning
- participate in setting his/her own learning targets.

The Governing Body should have evidence of:

- a consistency in the approach throughout the school



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- clear and accessible documentation
- individual education plans for pupils with SEN support featuring specific targets and evidence to show that they have been achieved
- a general feeling of satisfaction among parents of children with SEN/LDD
- the Code of Practice in operation in the school
- the criteria for the use of funding and its justification in the school
- effective procedure to identify every child with SEN/LDD.

The Governing Body has a complaints procedure available to all parents.

10. Staff Policy And Partnership Beyond The School

The Governing Body will make provision for any in-service training needs identified by the Headteacher and members of teaching and non-teaching staff to improve the education of pupils with SEN.

Where appropriate, the Headteacher will arrange for the involvement of relevant outside agencies in the assessment and provision for pupils with SEN/LDD, as detailed in the Procedures manual.

The Headteacher will ensure that all relevant documentation for meeting special educational needs is passed on to the next school.

In the case of transfer at 11+ the staff involved with SEN/LDD and the Year 6 teachers will also discuss each case with the appropriate staff in the receiving secondary school.

At every Stage there will be full consultation between school, parents and the child, so that all can work together in partnership.

This will include:

- listening and documenting when a concern is expressed by the parent
- consulting the parents when collecting information necessary for assessment and when planning programmes of work
- informing the parents whenever any decision is made
- involving the parents in supporting the child through work at home.

This school will employ on behalf of the pupils with SEN/LDD a SEN coordinator, and SEN/LDD assistants and train them appropriately as the budget allows.

	DATE	Ethos	Equality	Practice	Guidance
This policy was reviewed and screened by the Governing Body	2024/25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Next scheduled review:	Academic Year 2025/2026				