



Hordle CE (VA) Primary School

POLICY FOR SEND

Special Educational Needs/Learning Difficulties and Disabilities:

At Hordle we believe that all our pupils should have high aspirations including those with SEND. Our school team of staff, Governors and our community work together to build and maintain high expectations for everyone. We build an ethos where every child is of equal value regardless of intellectual, physical or emotional ability and has the right to learn and to achieve within their own capacity.

Aims

At Hordle CE Primary School we aim to create an inclusive yet challenging environment for all our children including those with SEND. Every teacher is a teacher of SEND and is highly skilled in providing high quality provision encompassing a range of needs.

In order to provide this high quality provision for children with SEND we aim to:

- Identify children requiring SEND provision as quickly as possible
- Build an inclusive learning environment
- Intervene swiftly with strategies to identify and break down barriers to learning
- Work in partnership with parents and the child to ensure decisions include the viewpoint of everyone.
- Monitor and track progress to make sure we are having the greatest impact on progress

Objectives

In order to meet the needs of all our children with SEND we:

- Enable all our children to access a broad curriculum with Quality First Teaching as a cornerstone of Inclusion
- Plan a highly differentiated curriculum with attention given to the additional needs of pupils with SEND

- Target resources within lessons to enable children to access the work
- Liaise and plan as a team in order that everyone working with the children understands their needs.
- Keep clear and regular records to track and then plan for their next steps in learning
- Provide targeted interventions where appropriate
- Ensure that effective assessment systems and interventions are operated as early as possible in conjunction with other agencies.

Identifying Special Needs

In line with the 2014 Special needs Code of Practice a pupil has Special Educational Needs if:

'they have significantly greater difficulty learning than the majority of children of the same age'
or

'have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school'

The identification of need may fall into one of four broad areas.

Cognition and learning

Children may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with short-term memory, with organisational skills and with co-ordination. We offer support through high quality differentiated learning, multi sensory activities and, where appropriate, tailored interventions.

Communication and Interaction

Children may find it harder to make sense of the world. They may find social interaction or speech more difficult. We offer Speech and Language support (SALT) with a qualified member of staff and work with tailored programmes of interventions.

Social Emotional and Mental Health

For children who require support in their social and emotional development we have an inclusive ethos in school. We use our full time ELSA/Inclusion Manager to support children and work alongside agencies such as CAHMS.

Sensory and Physical Needs

For children who have sensory or physical needs we work closely with parents and health teams to tailor their support in school. We make the classroom accessible and provide suitable furniture and resources to support their needs.

The Graduated Approach

At Hordle CE Primary School we aim to identify and react to children's needs as early as possible in order to break down the barriers to learning and make provision to support all our children. The teachers, in collaboration with the SENCO, are responsible for identifying children with SEND and for monitoring their progress. In the first instance the class teacher will identify a barrier to learning and plan steps within the parameters of a lesson to support the child. After monitoring and assessment if this has not enabled the child to make the required progress the child will progress on to Early Intervention strategies.

Early intervention

This is where a child is not making expected progress within a class where the curriculum is highly differentiated and has high quality teaching. Inclusive strategies will be planned for and resources specifically targeted. Some small group 'catch up' interventions may take place.

Enhanced Provision

Where a child, despite the strategies put in place at Early Intervention, still does not make expected progress there may well be an underlying reason to investigate. There will be a meeting with the parents, class teacher and SENCO to explore these reasons.

The SENCO may carry out assessments or call on outside agencies for further support.

If the school decides, in consultation with parents, that the child requires additional support in order to meet expected progress the child will be placed on the SEND Register.

Reviewing SEND

Regular meetings with class teacher and SENCO are held in order to plan and review the progress of SEND children.

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

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

Roles and Responsibilities

1. The Governors will:

- Be responsible for checking that the school complies with regulations regarding SEND
- Liaise with the SENCO to create a link with the Governing body
- Have an understanding of how the school manages SEND

The 2014 Code of Practice clearly outlines the importance of the role of the classteacher.

2. The classteacher will:

- Enable all pupils to access a broad curriculum regardless of their ability
- Provide high quality, differentiated teaching
- Set and review targets for pupils with SEND
- Recognise that a variety of needs can be met by flexible, responsive and matched provision
- Identify, plan for and monitor children with SEND
- Write and review PDPs
- Work alongside the SENCO and parents to write EHCPs
- Work with the SENCO to drive forward the best strategies for progress

The SENCO will:

- Oversee the day to day running of all SEND matters
- Work alongside teachers, the child, parents and outside agencies to assess, plan, implement and review the programmes and progress of children with SEND
- Work closely with teachers to provide support and advice
- Maintain the SEND register

- Gather evidence and ensure all records are up to date and that relevant support is in place for all SEND children
- Monitor the long term progress of children with SEND
- Contribute to INSET of staff
- Ensure all ECHPs are reviewed annually

Admission Arrangements

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

The second criteria for application in the policy is for children or families who have a **serious medical, physical or psychological condition** which makes it **essential** that the child attends the preferred school rather than any other. (Appropriate medical or psychological evidence must be provided in support must be provided at the time of application.)

In addition, pupils with an Education and Health Care Plan may choose to name the school in the final statement, however we recommend that carers only choose to name the school once they have visited and had a meeting with the headteacher and SENCO.

For all other children, on entry any identified Special Educational Need will be discussed fully with the parents.

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

Although the school does not have specialised provision for children with SEND and the buildings are on one level and a toilet for disabled children has been provided.

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 SEND.

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

All records will be stored until the child reaches 25 years of age.

This policy has been updated to be in line with the Code of Practice 2014.

Signed:

Headteacher:

Chair of Governors:

Date: