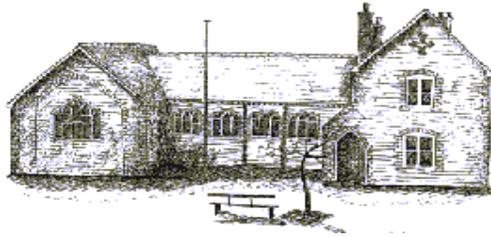


Husbands Bosworth Church of England Primary School



Special Educational Needs and Disability (SEND) Policy

*Husbands Bosworth C of E Primary School is committed to the promotion of equality
and diversity.*

Date Completed:	July 2019
Completed By:	Emily Varley
Signed:	Signed: Draft to agree at FGB
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Introduction

Defining SEN

The 2014 Code of Practice says that:

‘A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.’

Taken from 2014 SEN Code of Practice: 0 to 25 Years

Children’s learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

There are 4 broad categories of special educational needs:

- Communication and Interaction (which could include Autistic Spectrum and Speech and Language difficulties)
- Cognition and Learning (which could include dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay)
- Social, Mental & Emotional Health (which could include ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- Sensory and/or Physical development (which could include hearing or vision impairments, epilepsy and physical or medical needs such as diabetes).

In this policy we detail how we aim to make provision for all such children at Husbands Bosworth C of E Primary School.

Aims and Objectives

Our Objectives are:

- To work in partnership with children and their families at every stage of the SEND process;
- To identify, at the earliest possible opportunity, children to be considered for SEN support;
- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;

- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Educational Inclusion

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 and language;
- 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 and practical activities;
- helping children to manage their 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.

Support staff assist teachers in responding to children's needs by:

- sharing in the assessment of needs and planning of objectives;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- using suitably modified resources or activities to help meet specific objectives.

Roles and Responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting the special educational needs in their own class and for liaising with the SENCo, who co-ordinates SEN within the school. The SENCo in turn keeps the Governing Body fully aware of SEN issues. In this school the appointed SENCo is Mrs Emily Varley.

The Special Educational Needs Co-ordinator (SENCo):

- manages the day-to-day operation of the policy; co-ordinates the provision for and manages the responses to children's special needs;

- supports and advises teachers and support staff;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with external agencies and other support agencies;
- acts as the link with parents;
- maintains resources and teaching materials to enable appropriate provision to be made;
- monitors and evaluates the special educational needs provision and reports to the governing body;

The Role of the Governing Body

Working within available resources the Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body has decided that children with special educational needs will be admitted to the school in line with the County agreed admissions policy.

Allocation of resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care plans (previously known as Statements of Special Education Needs). The Headteacher/SENCo agrees with staff how to use funds directly related to needs and this is linked to the school improvement plan.

Assessment

Early identification of special educational needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation. The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. The SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The SEND Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.



The school uses the following graduated approach to respond to children's special educational needs:

1. Placing children on our 'Initial Concerns' list.

Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents and the SENCo. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support. Their progress will be closely monitored.

2. Placing children on the school's SEND Provision Map

Where there is concern that 'everyday' quality teaching is not enough to support their needs there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. The provision is recorded on the school Provision Map and the child's progress is carefully monitored.

3. Individual Education Plan

If, despite receiving differentiated learning opportunities a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

there is often the need for greater involvement of external agencies e.g Autism Outreach, Educational Psychologists. Pupils will probably need a more individual intervention programme and these will be recorded on an Individual Education Plan (IEP).

Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been

employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's IEP and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this. The SENCO will liaise with the educational psychologist making sure that the Child Psychology Service gives appropriate advice and support to both parents and colleagues.

The SENCO, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

4. Application for an Education, Health & Care (EHC) Plan

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to County detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

Partnership with parents

Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what

services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Leicestershire's Local Offer is available from the website

http://www.leics.gov.uk/index/children_families/local_offer.htm Our School Local Offer (*SEN information for Parents*) can be found on our school website <http://www.husbandsbosworth.leics.sch.uk/> .

At all stages of the special needs process, the school keeps parents fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings to share progress with children and their parents/carers. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Monitoring and evaluation

- The SENCO monitors the movement of children within the SEN system in school.

- The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENCo is involved in supporting teachers involved in drawing up the School Provision Map and IEPs for children.
- The named governor with responsibility for special needs is kept informed of developments.
- The Governing Body reviews implementation of the policy regularly.