



HANNAH MORE

PRIMARY SCHOOL

Policy Title: SEN Policy

Date Drafted: 10-2015

Date Ratified by Governors: 15-10-15

Effective From: 15-10-15

Date for Renewal: 15-10-16

Signed by the Headteacher: 15-10-15

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1. Rationale

Hannah More Primary school is committed to inclusion and to providing appropriate and high quality education to all pupils. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. All children have an entitlement to be fully included in all aspects of school life free from prejudice and discrimination and where they can flourish and feel safe.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to medical needs, sensory or physical impairment, learning difficulties or social, emotional and mental health difficulties. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school life, may experience difficulties which affect their learning, and we recognise that these may be short or long term.

At Hannah More Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential.

The Inclusion Lead is Ms Claire Reed, and the SEND coordinator is Mrs Tina Oram.

The SEND governor Mr Michael Carter.

2. Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To follow the guidance provided in the SEN Code of Practice 2014
3. To continually monitor the progress of all pupils in order to provide early intervention as needs arise
4. To provide full access to the curriculum through differentiated planning by class teachers and support staff as appropriate
5. To involve parents/carers at every stage in plans to meet their child's additional needs
6. To involve the children themselves, where appropriate in planning and in any decision making that affects them

7. To provide support and advice for all staff working with special educational needs pupils or those with disabilities

3. Identification of SEN

All pupils' progress and their levels of attainment are scrutinised as part of the school's assessment policy. Where there are concerns regarding a pupil's attainment and/or progress, there are discussions involving the class teacher, the Inclusion Lead and other members of the Senior Leadership Team.

In the first instance, areas of need will be addressed as part of the high quality teaching delivered by the class teacher. This may involve additional adaptations or differentiation, and extra support in small groups or individually.

Where progress remains significantly below generally expected levels, there will be further discussion and assessment of a child's needs. At this stage parents/carers, the class teacher and Inclusion Lead will all be involved. This may result in a child being identified as having special educational needs.

A child is considered to have special educational needs where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to pupils of the same age. This can include areas other than academic attainment, for instance social and emotional development. There are 4 broad areas of need:

- **Communication and Interaction** – children with speech, language and communication needs (SCLN); this includes children with Autism
- **Cognition and Learning** – this ranges from moderate learning difficulties (MLD), to severe learning difficulties (SLD) where children need support across the curriculum and have associated communication and physical difficulties, through to profound and multiple learning difficulties (PMLD). This area also covers specific learning difficulties (SpLD) such as dyslexia or dyscalculia
- **Social, Emotional and Mental Health difficulties (SEMH)** – this includes disorders such as attention deficit disorder, attention deficit hyperactive disorder and attachment disorder
- **Sensory and/or Physical needs** – relates to visual impairment (VI), hearing impairment (HI) or physical disability (PD)

4. Provision for pupils with SEN

Where children are identified as having SEN there is a graduated response according to the level of need. For illustration of this please see appendix ..

1. At the earliest level of need where children may or may not have SEN, the focus is with the high quality, differentiated curriculum that will be adaptive to differing needs and learning styles.
2. At the first stage of SEN, children at Hannah More are described as being at the level of '**SEN Support**'. At this level a child will access intervention programmes, often as part of a small group, that provide additional support to tackle their areas of need.
3. Where children experience a higher level of need, or where there are complex needs, the school will involve the advice and support from outside agencies – for example the school's Educational Psychologist, Speech Therapist, Occupational Therapy service. At this level at Hannah More, children are described as being at '**SEN Support Plus**'. Children will in addition have planned school based support as at the level of SEN Support, but there will be a greater emphasis on individual or very small group support. In recognition of this higher level of need, children will have a written Individual Education Plan which is reviewed 3 times a year. This IEP will detail precise targets with the strategies and interventions to support the child.
4. A very few children will have long term complex needs and will continue to need ongoing support from a range of agencies. At this level an application may be made for an **Education, Health and Care Plan**. EHCP applications are assessed by the Local Authority, and if agreed set out a statutory commitment to the provisions needed to be put in place for a child. As the name signifies, the plans coordinate needs in education, health and social care. Prior to September 2014, this level of provision was made by a **Statement** of educational need. Children with Statements will gradually transfer over to having an EHCP, but the 2 systems will coexist for a transition period.

5. Partnership with Parents/Carers

We work closely with parents/carers to support children with Special Educational Needs or disabilities. In addition to the regular parent meetings with the child's class teacher, parents/carers will always be invited in to discuss where a child may need additional or different support to that routinely offered as part of the class. Parent/Carer views and input is vital in helping us plan the support a child may need to overcome any barriers to learning.

If a child has an Individual Education Plan, parents/carers will be invited to attend review meetings and the child will also be part of this process.

Where a child has a statement of educational need, or an Education, Health and Care Plan, parents/carers will be invited to an annual review meeting involving school staff and outside agencies.

6. Transfer arrangements

When children transfer into Reception, we have handover meetings with the nurseries that they attend. This gives us information to help us plan for the needs of the new cohort, and where children have special educational needs or disabilities we have individual transfer meetings attended by staff at both settings, and parents/carers. We make arrangements to continue the links made with any outside agencies, and to continue to follow any advice given. Children's special needs records are sent on to Hannah More.

When children with SEN or disabilities transfer to Hannah More from other primary schools, we ensure that we make contact with their previous school and discuss their needs with the school's Inclusion Lead/SENDCo. We make sure that any records are sent on to us to help ensure a smooth transition.

During Year 6, there are contacts made with each secondary school and all children and their needs are discussed with staff at their new school. For children with SEN or disabilities, we plan for transition arrangements to support the move. This may involve additional visits to their new school, and will always include information being passed to the receiving school's SENCo.

7. Involving outside agencies

The school may ask for the advice of specialists at any point where there is concern regarding a pupil's progress or level of attainment. This will always be with the agreement of parents/carers.

When children are in need of more regular input from specialist agencies, input will feed into the planning and provision that forms part of a child's Individual Education Plan (or Individual Behaviour Plan where a child's needs are in the area of social, emotional and mental health difficulties).

Agencies that the school has involvement with include educational psychologists, Behaviour Improvement Team, Sensory support (including visual and hearing impairment support),

occupational therapists, speech therapists, Autism outreach team, physiotherapists, community paediatricians, school nursing service and child and adolescent mental health services(CAMHS).

8. Monitoring and evaluation of SEND

Monitoring of provisions made for children with special educational needs and disabilities is carried out to check that appropriate support is in place. This includes observations of interventions, quality of teaching, sampling of work, pupil's views and looking at how the environment supports learning.

Attainment and progress of SEN pupils is analysed each half term as part of the Senior Leadership Team's monitoring process. As a result of this analysis, next steps to support progress are put in place and then evaluated at the end of the next half term. In addition to this, analysis is made 3 times a year of the progress of children within intervention groups, and at the end of this period plans are put in place for further support as needed.

When specific interventions are analysed, as well as the individuals' progress, the SENCo will also evaluate the overall effectiveness of particular programmes.

The SENCo meets with the SEN Governor each term to discuss the effectiveness of SEND provision, and any issues that need to be addressed to help improve the learning of SEND pupils.

9. Medical conditions

Where children have a medical condition, individual healthcare plans are set up in conjunction with the relevant medical professionals involved. These specify the type and level of support needed, and how the medical condition can be managed in school. If children also have special educational needs or disabilities, their provision is set up taking account of their needs as described in their healthcare plan.

10. Access to the environment

Hannah More Primary School is a single site school built on two levels. There are ramps suitable for wheelchair access at the main entrance, and at two side entrances to the building. Reception and Key Stage 1 classes are on the ground floor, Key Stage 2 are on the second floor. There are 2 lifts giving access to all Key Stage 2 classes.

11. Staff training

We are committed to ongoing training and support for all staff. All new staff have induction in the school's SEND policy, and in how to support children identified as having additional needs. The school has a planned cpd programme which reflects the whole school development plan, and which includes development opportunities within school, training sessions run by staff, and external training courses. In addition we work closely with various outside agencies who give advice and support with regard to individual pupils and at a wider class/school level.

12. Complaints

If a parent/carer is unhappy about the provision for SEND, in the first instance they should raise their concern with the class teacher or SENCO who will try to resolve the issue.

If a parent/carer is not satisfied with the response, they will be directed to taking up the concern with the Head teacher.

Any issues still unresolved should be taken up with the SEND Governor for the school who will refer the matter to the Governing Body.