



HANNAH MORE

PRIMARY SCHOOL

Policy Title: SEN Policy

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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 SEN coordinator is Mrs Carolyn Williams.

The SEND governor Mrs Sarah Jordan.

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

2.Roles and Responsibilities

Provision for children with SEND and additional needs is a matter for the setting as a whole. Staff should ensure pupils with SEND gain access to the curriculum and other aspects of school life by identifying, assessing and making provision to support inclusion, drawing on the SENCo for advice.

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Hannah More Primary this role is undertaken by Sarah Jordan who meets termly with the SENCo.

The SENCo and the Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCo and Head will identify areas for development in special educational needs and contribute to the school's development plan.

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material.

4. Identification of SEN

We have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

We assess each child's current skills and levels of attainment on entry, building on information from parents/ carers and previous settings. At the same time, we consider evidence that a child may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. The progress of all pupils 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 initially discussions involving the class teacher and members of the Senior Leadership Team. These seek to identify children making less than expected progress given their age and individual circumstances- academically, socially or emotionally. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

- widens the attainment gap

Additional support and strategies will be discussed in these meetings to address this gap. Where progress remains significantly below generally expected levels, there will be further discussion and assessment of a child's needs which will include parents/carers and the SENCO. 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)

5. Provision for pupils with SEN

Where a child is identified as having SEN, we take action to remove barriers to learning and put effective provision in place. There is a graduated response to meeting the level of need (for illustration of this please see appendix 1).

1. At the earliest level of need where children may or may not be identified as having SEN, the focus is with the high quality provision targeted to their areas of need. This may involve additional adaptations or differentiation, and extra support in small groups or individually.
2. **SEN Support** –Pupils will have a **Pupil Profile** that outlines their areas of need and how these will be supported.
3. **High Needs SEN** -Pupils will have a higher level of need which requires advice and support from outside agencies. In addition to a Pupil Profile these pupils will have a **Bristol Support Plan** which will be reviewed once a year. Pupils with this level of need are likely to access additional funding from the local authority to support their needs (Higher Needs Block Funding).

4. **Education, Health and Care Plan (EHCP)** -A very few children who have long term complex needs will continue to need ongoing support from a range of agencies. Where this is the case an application will be made to the local authority for a statutory EHCP. As the name signifies, the plans coordinate needs in education, health and social care.

Interventions and Strategies

Strategies and interventions used to support pupils with SEN are outlined in the pupil's support plan and/or pupil profile. The child's class teacher with the support of the SENCo uses previous assessment to decide on the action needed to help the child progress. Where outside professionals are involved their advice will help inform provision.

This may include:

- Different learning materials or specialist equipment.
- Additional supports or scaffolds.
- Adapted or different curriculum.
- Some group or individual support, which may involve individuals or small groups of children being withdrawn from the room for intervention.

The child's class teacher is responsible for working with the child and liaising with other staff who work with the child to ensure delivery of any individualised programme. Parents will continue to be consulted and kept informed of actions taken to help their child, and of the outcome of any action.

Support plans and profiles are written at least annually and reviewed every second term. Where it is felt a pupil is not making appropriate progress plans are adapted to better meet the needs.

The school aims to provide a wide range of interventions to compliment class learning and meet the varying needs of the SEN pupils. The interventions may target an academic area, develop skills for learning, develop language or work on social or emotional difficulties. Interventions used include bought in programs as well as more bespoke plans and may be delivered by teachers, class LSAs or SEN LSAs.

The school has a number of specific provisions run by the SEN team where SEN pupils can access out of class interventions where appropriate. These provisions include:

- Sunflower- This is the schools Nurture classroom. Pupils between the ages of 5 and 8 may be referred here if they have social, emotional and mental health difficulties. Pupils access the provision 4 afternoons a week for a period of approximately 13 months. Please see the schools Nurture policy for more information
- Daffodil- Provides interventions and significantly adapted curriculum teaching for pupils with social communication difficulties.
- Bluebell- Provides short-term interventions for pupils with social and emotional difficulties.

6. Partnership with Parents/Carers

The 2014 SEN act emphasises the role played by parents of children with SEND and additional needs. To ensure this happens at Hannah More parents are supported so they are able to:

- Recognise and fulfil their responsibilities as parents and play an active role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support

This is achieved by:

- Close liaison with parents through regular family consultations, parent's evenings, SENDCo meetings and invitations to SEN reviews
- The class teachers, SENCo and Inclusion Lead are available by appointment to meet parents who have specific concerns
- Annual reports to parents on their child's progress
- Information and signposting on the school Website

7. Pupil Voice

Children are involved in making decisions where possible right from the start of their education.

The way in which children are encouraged to participate reflects their evolving maturity. The children should also be involved in setting realistic targets for themselves as part of their own personal development.

8. 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/SENCo. 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.

9. 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 support plan.

Agencies that the school has involvement with include educational psychologists, 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).

10. 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.

11. 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.

12. 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.

13. 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.

14. Publishing information: SEN information report

Hannah More Primary publishes a SEN information Report on their website, including the policy for pupils with SEN. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

15. 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.



