



Hopelands Preparatory School

38/40 Regent Street, Stonehouse, Gloucestershire, GL10 2AD

Special Educational Needs Policy

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Date of Review: June 2019

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (25 July 2014)
- Schools SEN Information Report Regulations (2014)
- Gloucestershire Guidance for Professionals Working with Children and Young People (0-25 yrs) with Additional Needs including Special Educational Needs and Disabilities.

Aim

Hopelands Preparatory School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people are valued, respected and equal members of the school.

As such, provision for children with SEN is a matter for the school as a whole. The Governing Body, Head Teacher, SENCo, teachers, teaching assistants and all other members of staff have shared responsibilities in ensuring all children have access to the curriculum.

Objectives

1. To work within the guidance provide in the SEND Code of Practice, 2014
2. To identify barriers to learning and to provide appropriate support and differentiation to meet a diversity of needs
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs ensuring all pupils can access an appropriately differentiated curriculum.
4. To provide support and advice for all staff working with special educational needs pupils
5. To work in partnership with parents / carers in supporting their child's education
6. To recognise, value and celebrate pupils' achievements, however small

Identifying Special Educational Needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice 2014)

At Hopelands, we recognise the importance of early identification of SEN. Early intervention and response improves the long term outcomes for pupils. We informally assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances. 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

This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCo, will assess whether the child has SEN.

Broad Areas of Need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

It should be noted that the following criteria are not SEN in their own right, but have an impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and school provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEN Support

At Hopelands School we support a graduated approach to both recording and monitoring progress of children and young people with SEN and/or Disabilities so that knowledge and understanding of what is working and not working to help a child is gathered and built upon. This information also helps to inform other agencies when additional input is required from them.

All teachers at Hopelands Primary are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The Code of Practice is clear in stressing that special educational provision is underpinned by high quality teaching. Personalised and differentiated approaches are available to all children at Hopelands School and those with special educational needs will also benefit from these approaches. These are referred to as **Universal** approaches throughout the document. For some children these approaches will not be sufficient to meet their special educational needs and they will require more focussed and targeted support and intervention. These are referred to as **Targeted** approaches. Relatively few children will need a much higher level of support and intervention. These are referred to as **Specialist** approaches.

Provision at a Targeted or Specialist level for children who have been identified as having special educational needs should not be seen as a substitute for high quality teaching.

We follow the Assess, Plan, Do, Review cycle as described in the SEND identification flow chart in Appendix 1.

Managing Pupils Needs on the SEN Register

See the Monitoring Flow chart in Appendix 2

Criteria for Exiting the SEN Register

See the Monitoring Flow chart in Appendix 2

Admission arrangements – see Admissions Policy on the school website

For **access to exams** the relevant teacher, in conjunction with the SENCo, follow current guidelines from the appropriate exam bodies.

Transition meetings are held at the end of each academic year within the school following the completion by the existing Class Teacher of the Transition Report on Needs and Concerns.

The school has established and will maintain links with the secondary schools in the area with the Year 6 teacher meeting with the respective Year 7 teachers to discuss and facilitate children's smooth transition.

The Foundation Stage staff and the SENCo work closely with staff at the feeder pre-schools to ensure that, should it be required, provision for additional needs are set in place ready for any child to start school.

When a child joins Hopelands from another primary school the school office will request transfer details for that child. Any child who is already on the Code of Practice will continue to be supported in accordance with the previous school's advice until such time as this can be reviewed. When appropriate, the class teacher and/or the SENCo will make contact with the child's previous school in order to meet the child's needs.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

At Hopelands School, pupils with medical needs have an individual Care Plan which is kept in the School Office.

Monitoring and Evaluation of SEND

Please refer to Appendix 2 – SEND Monitoring Flow Chart

Training and Resources

The SENCo attends training courses where appropriate. The school has a programme for all staff, which includes the identification of training needs. Staff attend training organised by the LA and other external agencies such as partnership groups.

Roles and Responsibilities

SENCo

The SENCo works closely with the Head Teacher and all other staff and is involved in the strategic development of SEN policy and provision. The SENCo has responsibility for the day-to-day operation of the school's SEN policy and for co-ordinating provision for pupils on the SEN register, in order to raise the achievement of children with SEN.

Key responsibilities are:

- contributing to the strategic development of SEND provision;
- overseeing the day to day operation (and periodic review) of the school's SEND policy;
- coordinating, tracking progress and evaluating the impact of the provision being made for pupils with SEND;
- ensuring the full inclusion of SEND pupils within in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- liaising with and advising other teachers the effective deployment and performance management of learning support staff
- maintaining detailed records of the provision made for children and young people with SEND
- liaising with parents and carers
- contributing to the professional development of staff
- liaising with external agencies
- reporting on the progress of children and young people with SEND

Teaching Assistants

The designated SEN TA time is managed by the SENCo. TAs and the SENCo, together with Class Teachers, provide support for children with SEN across the school. TAs maintain records of the children they work with, in accordance with the school procedures, and attend reviews and meetings as requested.

Designated Member of Staff with specific Safeguarding Responsibility

Head Teacher or in her absence the deputy safeguarding lead Mrs Sonja Jones

Member of Staff responsible for managing Looked After Children

SENCo

Member of Staff responsible for managing meeting medical needs of pupils

Head Teacher

Storing and Managing Information

All procedures are outlined in The Taking Storing and Using Images of Children Policy

Review the policy

This Policy will be reviewed annually.

Accessibility

Please see the Disability Policy and Accessibility Plan

Dealing with complaints

The school follows the procedures set out in the Complaints Policy which can be found on the school website.

Bullying

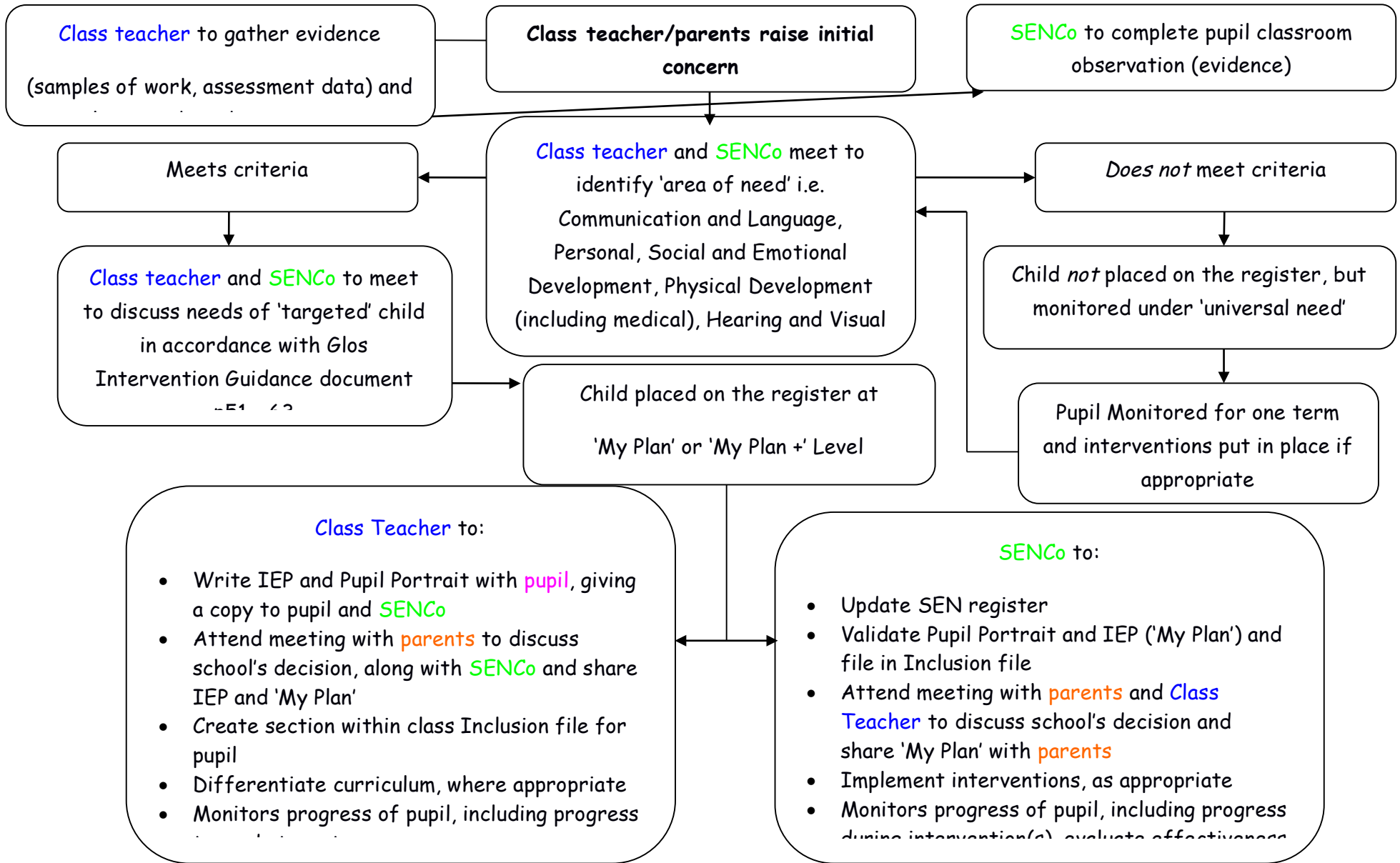
Please see the school Caring and Anti-Bullying Policy on the school website

Appendices

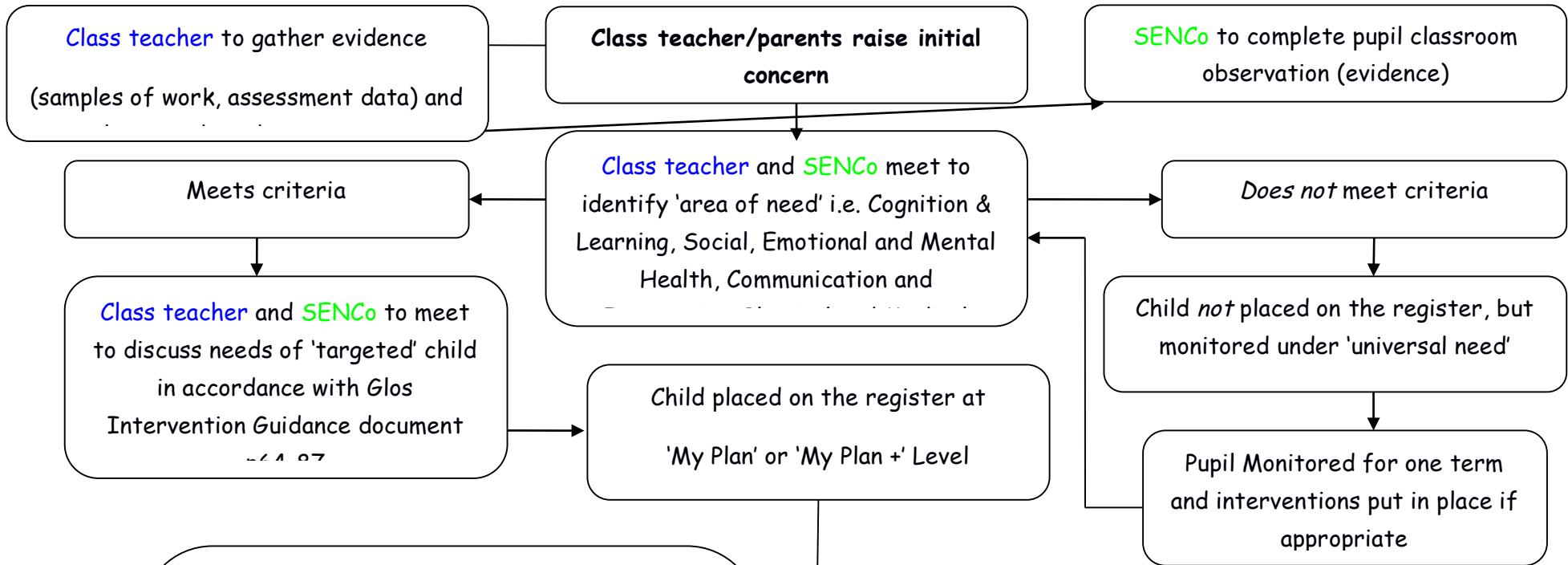
1. SEND Identification Flow Chart – Early Years and KS1/2
2. SEND Monitoring Flow Chart



SEND Identification Flow Chart - Early Years



SEND Identification Flow Chart



- Class Teacher to:**
- Write IEP and Pupil Portrait with **pupil**, giving a copy to pupil and **SENCo**
 - Attend meeting with **parents** to discuss school's decision, along with **SENCo** and share IEP and 'My Plan'
 - Create section within class Inclusion file for pupil
 - Differentiate curriculum, where appropriate
 - Monitors progress of pupil, including progress

- SENCo to:**
- Update SEN register
 - Validate Pupil Portrait and IEP ('My Plan') and file in Inclusion file
 - Attend meeting with **parents** and **Class Teacher** to discuss school's decision and share 'My Plan' with **parents**
 - Implement interventions, as appropriate
 - Monitors progress of pupil, including progress during intervention(s), evaluate effectiveness



SEND Monitoring flow chart

