



# **Special Educational Needs and Disability (SEND) Policy**

March 2018

To read in conjunction with our:  
**Safeguarding and Child Protection Policy**  
**Confidentiality Policy**  
**Equal Opportunities Policy**  
**Medical needs Policy**  
**Intimate care policy**  
**Huntley school SEND Offer**  
**Offsite visit policy**  
**Complaints Policy**  
**Inclusion Policy and Accessibility Strategy**  
**Anti bullying policy**

# **HUNTLEY C of E SCHOOL SPECIAL EDUCATIONAL NEEDS And DISABILITY POLICY**

(In conjunction with the Children and Families Act 2014 and Code of Practice 2014)

## **Introduction**

Huntley C of E 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 academic achievement and encourage positive social integration and development by removing barriers to learning and improving physical and curricular access for all.

All children and young people with SEND are fully valued, respected and equal members of the school. As such provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, headteacher, SENco and all other members of staff have important responsibilities.

## **Objectives**

- To listen to and work in partnership with those who have parental responsibility to ensure that they participate as fully as possible in decisions regarding their child, making sure that all information and support they need is provided.
- To take the views, wishes and feelings of the child into account
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
- To enable pupils with SEND to maximise their achievements
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum 2014 as appropriate

## **Roles and Responsibilities- (See school Local Offer for further details.)**

The Head teacher is responsible for the management of the school's SEND provision. The SENco and Head work in consultation with the SEND Governor in the development and monitoring of the SEND policy. The governors work in cooperation with the SENco and Head to determine and implement the policy, to determine the approach to the school's provision for children with SEND and to report to parents. The SEND governor monitors the school's work on behalf of

the children with SEND. All class teachers are responsible for the teaching and learning of children with SEND within the school, taking on an active planning and monitoring role on a day to day basis. The SENCo primarily maintains a monitoring and advisory role. Teaching assistants (TA) are based in the classrooms to support pupils and our specific SEND TA works in the classroom, when appropriate, to carry out intervention work.

**SEND Governors-** Ms Gordon and Mrs Clifford

**SENco-** Ella Curtis (MSc Inclusive Education, Lead PSHE teacher.

### **Admission Arrangements**

The Head teacher is responsible for the admission arrangements which accord with those laid down by the Governing body. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND.

### **Specialised Provision**

Huntley School has access for the disabled into most areas in the school. Please see our 'School SEND offer' and 'Inclusion Policy and Accessibility Strategy' for further details. We have a number of specialist interventions which we deliver to meet the specific needs of our children on a needs led basis.

### **Allocation of Resources**

Some funding is provided through the delegated SEND budget. The funds from the delegated budget are used for TA time to support the pupils with SEND either within the classroom, small groups or individually. Other funding may be secured by bids. (See Local Authority Website for further information)

### **Identification, Assessment, Provision and Review**

Various assessments (EYFSP, Reception Baseline assessment, Phonic Screening Check Y1) and formative teacher assessments are used to identify SEND as early as possible. In addition phonic assessments linked to the Letters and Sounds programme and Rising Stars Assessments can identify specific difficulties.

When an area of concern is highlighted we refer to the: Gloucestershire Guidance Booklet for Professionals working with children and young people (0-25) with Additional Needs including Special Educational Needs and Disabilities. The intervention guidance contained in this document outlines: Universal, Targeted and Specialist support strands. This will advise professionals working with the children as to the level and type of support required and determines whether a child is then moved onto the SEND register. The SEND Register is a list we have in school highlighting children who have additional needs, both academic and medical, which we use as a monitoring and information tool

At Huntley we use a graduated approach that enables the right level of intervention and support when needed:

**My Profile**

- Inclusive services



**My Plan**

- Support to meet additional needs



**My Plan +**

- Multi-agency support to meet additional needs



**Education Health and Care Plan (EHCP)**

- Statutory plan to meet significant educational needs

There is a process of constant review and therefore possible movement within the graduated approach.



It is important the children are given specific and relevant input and this may be in the form of a short term intervention. It does not mean that a child will necessarily be placed on the SEND register. These targeted children will be closely monitored and their progress tracked by the class teacher, TA and SENCO where appropriate.

If a specific educational need is highlighted, a 'My Plan' may be put in place. These will be written with the parents, child and class teacher. These identify clear SMART targets to be supported in class and though clearly defined interventions. These will be regularly reviewed (usually every half term) even as part of the ongoing assess, plan, do review cycle.

Other agencies are involved when necessary, e.g. speech and language therapy. The Educational Psychologist may be involved to help with the assessment and support of a specific special need.

Any children with an EHCP have annual and interim reviews. Parents, SENco, an LA representative- usually the appropriate AST, class teacher, supporting TAs and any other parties involved in the EHCP provision are invited to the annual reviews.

### **Access to the Curriculum**

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for all/most of the week with their peers in mainstream classes by class/subject teachers and study the curriculum appropriate for their ability.

Pupils may sometimes be taught by a TA on an individual or small group basis. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENco, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

### **Access to the Wider Curriculum**

In addition to the statutory curriculum the school provides a wide range of additional activities. All pupils with SEND are actively encouraged and supported to join in and benefit from these activities. The participation of pupils with SEND in these activities is monitored carefully by teachers, TAs and other professionals. (E.g. swimming instructors etc)

### **Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND**

The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body

report annually to the parents upon the quality of education provided for and the achievements of pupils with SEND. The school employs a series of methods to gather data for analysis including:

- Use by all staff of the 'Assess, Plan, Do, Review cycle. .
- Regular observation of learning by SENco
- Analysis of the attainment and achievement of pupils with SEND
- Success rates in respect of IEP targets
- Scrutiny of teachers' planning and pupils' work
- The views of parents and the pupils
- Regular monitoring by the SEND governor
- Maintenance of assessment records that illustrate progress over time
- Regular meetings between SENco, Head teacher, class teachers and TAs.

As a result of the above, the school reports annually upon its successes and identifies aspects for future development.

### **Arrangements for Staff Training**

The SENco attends local conferences and regular Forest cluster meetings. Current, relevant training is provided for the SENco, TAs and non-teaching staff eg midday supervisors. In addition if a need is identified, across the school or within a specific class, the SENco will seek suitable training for the staff involved.

### **Links with Other Agencies**

Outside agencies are called upon when appropriate including:

- Educational Psychology service (EPS)
- Educational Welfare Officer (EWO)
- Behaviour Support Team (BST)
- School nurse
- Speech and Language Therapy (SALT)
- Occupational Health (OT)
- Communications and Interaction Advanced Skills Teachers
- Visual or audio impairment and medical Advanced Skills teachers
- Outreach support from Special Needs schools
- Use of LA Lead SEND teachers
- Social care
- Yes team – emotional support /CAHMS
- Other groups including voluntary organizations.

### **The Role Played by Parents of Pupils with SEND**

In accordance with the SEND Code of Practice parents of children with SEND should be treated as equal partners. The school is happy to offer user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice.

Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision
- Attend regular review meetings to amend My Plans etc.

### **Arrangements for Dealing with Complaints from parents**

The school deals with any complaints from parents by calling a meeting with the Head teacher and all concerned parties. (Please refer to our 'Complaints Policy' for further details)

### **Transfer of Children**

- The school liaises with pre-school groups, and a member of staff attends meetings of children with SEND to ensure smooth transition into school with needs based provision in place.
- The school liaises with secondary school SEND departments regarding any children transferring who are on the SEND register to ensure the new school is aware of the needs of each individual. Meetings are organized with the SENCo of the receiving school.