



SEN/D Policy

Policy Approved	March 2022
Review Date	March 2023
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SEN/D Policy

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Statement of intent

We are committed to:

- * To providing an environment in which children are supported to reach their full potential.
- * To creating an environment that meets the special educational needs of each child.
- * Ensuring the identification, assessment and effective provision for the special educational needs of children.
- * To set 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 support and enable children to have appropriate access to a full school curriculum.
- * To work with parents so that they are able to play their part in supporting their child's education.
- * To ensure that our children have a voice in this process.

1. Legal framework

1.1. This policy has due regard to legislation and guidance including, but not limited to, the following:

- * DfE Special Educational Needs and Disability Code of Practice: 0 to 25 years.

1.2. This policy will be implemented in accordance with the following school policies and documents:

- *SEN/D Information Report*
- *Equal Opportunities Policy*
- *Accessibility Audit, Action Plan and Policy*
- *Supporting Pupils with Medical Conditions Policy*
- *Inclusion Policy*
- *Behaviour Policy*
- *Safeguarding Policy*

2. Roles and responsibilities

2.1. The Headteacher is responsible for:

- * The overall implementation of this policy and ensuring that all staff, parents and pupils are aware of their responsibilities.
- * Establishing clear expectations of behaviour.
- * Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- * In conjunction with the governing board, handling complaints regarding this policy and its provisions in line with the school's Complaints Procedures Policy.
- * Implementing appropriate sanctions and disciplinary methods where there is a breach of this policy.

2.2. Staff members are responsible for:

- * Adhering to the principles outlined in this policy.
- * Ensuring pupils adhere to the principles outlined in this policy and that it is implemented fairly and consistently in the classroom.

2.3. Parents are responsible for:

- * Adhering to the principles outlined in this policy and the Code of Conduct for Parents.

2.4. Pupils are responsible for:

- * Adhering to the principles outlined in this policy and the Pupil Code of Conduct.

3. Definitions

3.1. For the purpose of this policy, the school defines "*SEN/D*" as Special Educational Needs and/or Disability.

3.2. For the purpose of this policy, the school defines "*SEN/DCo*" as Special Educational Needs and/or Disability Co-ordinator.

3.3. For the purpose of this policy, the school defines "*SEN/D Child Profile*" as the document showing the short-term target set for the child and the teaching strategies to be used.

3.4. For the purpose of this policy, the school defines "*EHC Plan*" as Educational Health Care Plan.

4. General Overview

4.1. Hoole Church of England Primary School provides a broad and balanced curriculum for all children. The Foundation Stage, National Curriculum and Pre Key Stage Levels are the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require action by the school.

4.2. These requirements are likely to arise because of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Such children may need additional or different help from that given to other children of the same age.

4.3. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

5. Educational Inclusion

5.1. In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, 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;
- * need a range of settings to support effective learning.

5.2. Teachers respond to children's needs by:

- * providing support for children who need help with communication, interaction, language and literacy;
- * planning to develop children's understanding using all available senses and experiences;
- * planning for children's full participation in learning, and in physical and sensory 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.

6. Special Educational Needs

6.1. Children with special educational needs may have learning or access difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

6.2. Children have a learning difficulty if:

- * they have significantly greater difficulty in learning than most children of the same age;
- * they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

6.3. Many of the children who join our school have already attended ours or another early education setting. In some cases, children join us from other settings with their needs already assessed. Children joining our school are assessed so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

6.4. We aim to identify children with special educational needs as early as possible in their school career. When a class teacher identifies a child with SEN/D s/he will inform the SEN/D Co through discussion in the Pupil Progress meeting or at an appropriate time. If a class teacher has concerns about a child, these concerns will be discussed in the first instance with the SEN/D Co, who may suggest that the class teacher should monitor the child's progress or behaviour for a period of time. Once this concern has been registered, the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Teaching Assistant support. The class teacher will keep parents informed and draw upon them for additional information.

6.5. The triggers for intervention could be the teacher's or other's concerns, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- * 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 literacy and mathematics skills, which result in poor attainment in some curriculum areas.
- * Presents persistent emotional or behavioural difficulties.
- * Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- * Has a communication and/or interaction difficulty.

6.6. If the class teacher is still concerned after a period of monitoring, a decision will be made, in conjunction with the SEN/D Co about whether the child needs to go on the SEN register at the level of SEN support. The SEND/Co will then inform the parents about the child's needs, offering them a visit if required.

6.7. If the child continues to demonstrate significant cause for concern, a request for individual top-up pupil funding may be made to the LA through the appropriate process. A range of written evidence about the child will support the request.

6.8. A statutory assessment for an Education Health Care Plan may be requested from the Local Authority (LA) if despite the above, the child is still experiencing difficulties.

6.9. In our school the SEN/DCo:

- * 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 colleagues;

- * oversees the records of all children with special educational needs;
- * acts as a link with parents;
- * acts as link with external agencies and other support agencies;
- * monitors and evaluates the special educational needs provision and reports to the governing body;
- * manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- * contributes to the professional development of all staff;
- * acts as the link between staff;

7. The Role of the Governing Body

7.1. The Governing Body has due regard to the Special Educational Needs and Disability Code of Practice: 0-25 years, when carrying out its duties toward all pupils with special educational needs.

7.2. The Governing Body monitors that the school have secured the necessary provision for any pupil identified as having special educational needs. The Governors monitor that all teachers are aware of the importance of providing for these children.

7.3. The Governing Body may consult the LA and other schools, if appropriate, and report annually to parents on the success of the school's policy for children with special educational needs e.g. through a SEN/D Grant Expenditure Report.

7.4. The Governing Body monitors that school have notified parents of a decision by the school that SEN/D provision is being made for their child.

7.5. The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the SEN/D Co. The SEN/D Co ensures that all those who teach a pupil with individual top-up pupil funding, a statement of special educational needs or an Education Health Care Plan (EHC plan) are aware of the nature of the pupil's special need and the requirements of the support to be provided.

7.6. It is the responsibility of the SEN/D Governor to inform the Governing Body of the school's SEN/D provision.

8. Allocation of Resources

8.1. The SEN/D Co 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 individual top-up pupil funding, statements of special educational needs and EHC Plans.

8.2. The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

8.3. The Head Teacher and the SEN/D Co meet to agree on how to use funds directly related to individual top-up pupil funding, statements and EHC Plans.

9. Assessment

9.1. Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

9.2. The class teacher and SEN/D Co assess and monitor the children's progress in line with existing school practices. This is an on-going process

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9.4. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SEN/D Co can break down the assessment into smaller steps to aid progress and provide detailed and accurate indicators.

9.5. The LA seeks a range of advice before agreeing to individual top-up pupil funding, a statement of special need or an EHC Plan. The needs of the child are paramount in this.

10. Access to the Curriculum

10.1. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

* understand the relevance and purpose of learning activities;

* experience levels of understanding and rates of progress that bring feelings of success and achievement.

10.2. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

10.3. The school operates a separate system of SEN/D Child Profiles. These employ a small-steps approach and outline the specific provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Children in receipt of individual top-up funding, children with a statement or EHC PLAN, and children classified as "SEN/D Support" have a SEN/D.

10.4. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom and outside of the normal school day.

11. Partnership with Parents/Carers

11.1. The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

11.2. The school "SEN/D Information Report" contains outlines our approach to supporting the special educational needs of our pupils and the arrangements made for these children in our school. An evaluation of the policy in action takes place annually and is reported to the Curriculum Governors Committee.

11.3. We have regular meetings to share the progress of children with their parents. We inform and seek the permission of 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.

12. Pupil Participation

12.1. In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

12.2. Children may be involved at an appropriate level in setting targets in their Child Profile and in the SEN/D Profile / review meetings. Children are encouraged to make judgements about their own performance against their "Termly Learning Goals" (within the SEN/D Child Profile). We recognise success here, as we do in any other aspect of school life.

13. Monitoring and review

13.1. The SEN/D Co monitors the movement of children within the SEN/D system in school at review meetings involving class teachers and/or support staff. The SEN/D Co provides staff and governors with summaries of the impact of the policy on the practice of the school.

13.2. The SEN/D Co is involved in supporting teachers involved in drawing up individual Child Profiles for children. The SEN/D Co and the Head Teacher hold regular meetings to review the work of the school in this area. The SEN/D Co and the named governor with responsibility for special needs also hold regular meetings.

13.3. The SEN/D Co is involved in supporting teachers involved in drawing up individual Child Profiles for children. The SEN/D Co and the Head Teacher hold regular meetings to review the work of the school in this area. The SEN/D Co and the named governor with responsibility for special needs also hold regular meetings.

13.4. This policy will be reviewed on an annual basis.

13.5. Any changes made to this policy will be communicated to all staff, pupils and parents/carers.

Appendix 1

Further Information:

Information, Advice and Support Service (previously known as Parent Partnership): Email: iasservice@cheshirewestandchester.gov.uk

Telephone: 0300 123 7001

By post: Council Office, 4 Civic Way, Ellesmere Port

The Local Offer for Special Educational Needs and Disability (SEN/D)

<https://livewell.cheshirewestandchester.gov.uk/>