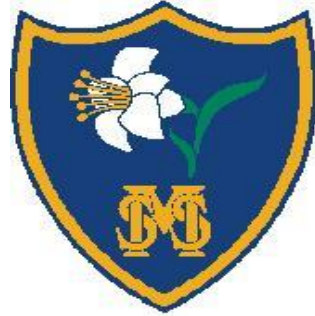


Haddenham St Mary's CE School



SPECIAL EDUCATIONAL NEEDS POLICY

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A School Arrangements

A1 DEFINITION AND AIMS

Definition

A pupil has special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in Buckinghamshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools maintained by the LEA (*Education Act 1996*).

Aims

We at Haddenham St Mary's CE School believe that each pupil has individual and unique needs. The aim of the school is to enable all pupils to develop their full potential, building on their different strengths, abilities, interests and needs. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Haddenham St Mary's CE School aims to provide all pupils with strategies to manage their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services including the Specialist Teaching Service and Health services
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body** in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative as the SEND governor who takes particular interest in this aspect of the school.

Governors must be confident that

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the Code of Practice for Special Educational Needs
- parents are notified if the school decides to make SEND provision for their pupil
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- there is appropriate staffing and funding arrangements in place to support the school's work for pupils with SEND.

Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development
- SEND provision is reviewed at least annually
- the quality of SEND provision is regularly monitored and reviewed.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the special educational needs co-ordinator
- the deployment of all special educational needs personnel within the school
- S/he also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.

The **special educational needs and disability co-ordinator** (SENDCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- supporting detailed assessments and observations of pupils with specific learning difficulties by class teachers or specialist teachers
- supporting class teachers in devising strategies, drawing up Support Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests
- contributing to the in-service training of staff
- managing TAs
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND
- Identify from previous records, and the teacher's own observations and screening, pupils who have special educational needs
- Ensure that pupils are rewarded and receive constructive feedback on what works
- Ensure that support staff are clearly briefed regarding the work and needs of the pupil
- Keep records and monitor progress.
- Provide information, devise support, and provision with the SENDCo.

Teaching Assistants work as part of a team with the SENDCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play

an important role in implementing Support Plans and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

Lunchtime and wrap around care supervisors are given any necessary information relating to the supervision of pupils at lunchtime and before and after school care (Happy Hedgehogs). They may meet the SENDCo in relation to behaviour management and other information for particular pupils.

A3 CO-ORDINATING AND MANAGING PROVISION

At Haddenham St Mary's CE School:

- sharing of expertise is welcomed and encouraged
- the Headteacher or SENDCo meets formally with teachers and support staff each half term to review progress
- the SENDCo ensures that regular meetings are held, at least 3 x per year to review Support Plans and provision, and that parents are invited
- pupils are involved as far as practicable in discussions about their targets and provision
- the SENDCo ensures that the following information is easily accessible to staff:
 - the school's SEND policy
 - the SEND register.

A4 SPECIALISMS AND SPECIAL FACILITIES

At Haddenham St Mary's CE School:

- all teaching staff are experienced teachers who are able to teach pupils with SEND. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage as much independence as possible within a safe and caring environment

B Identification, Assessment and Provision

B1 IDENTIFICATION, ASSESSMENT AND REVIEW (PLAN, DO, ASSESS, REVIEW)

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to or different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The Code recognises two broad levels of provision within the continuum: SEN Support and Education and Health care Plan (EHC).

The Buckinghamshire SEND Handbook gives guidance on identification, assessment and review.

Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and interaction, Cognition and learning, Behaviour, emotional and social development, and Sensory and/or physical.

Code of Practice needs	Categories
Communication and interaction	Speech and Language Autistic spectrum disorder (ASD)
Cognition and learning	Learning Specific learning difficulties e.g. Dyslexia
Social, Emotional and Mental Health	SEMH ADHD
Sensory and/or physical	Hearing Visual Physical

Levels of Provision

SEN Support

If a pupil requires additional and different support and meets the moderation criteria then a Support Plan is put in place. It is written by the class teacher with support from the SENDCo, and regularly reviewed. Parents are invited to reviews and encouraged to play a full part in the process.

If appropriate the SENDCo will seek the advice from outside agencies. This is often the school's Educational Psychologist, but may be one of a range of other LEA or Health Services professionals. They may undertake more specialised assessment and/or observe the pupil. Parental permission is always sought for a formal referral to any external service.

The SENDCo supports the class teacher in writing the Support Plan and liaises with any outside agencies involved. The Support Plan should reflect any advice given by outside agencies.

Parents are encouraged to attend reviews and to play a full part throughout the process.

Education and Health Care Plan (EHC)

Only a very small proportion of pupils require an Education and Health Care Plan. These pupils are likely to have severe or complex needs that require more specialist advice and support.

Review

Reviews of a pupil's SEN Support Plan are carried out at least three times per year. Parents are invited, but if they cannot attend, they may arrange to meet the class teacher at a later date. Copies of the review form are sent to parents who are unable to attend.

Annual Reviews

For pupils with Education and Health Care Plans, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the current

provision should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original EHC, are invited to attend or submit a written report.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

At Haddenham St Marys we recognise that pupils with medical conditions should properly supported so they have full access to education, including school trips and Physical Education. Some pupils with medical conditions may be disabled and where this is the case we will comply with the 'reasonable adjustment' duty under the Equality Act 2010.

B2 CURRICULUM ACCESS AND INCLUSION

Pupils are grouped in classes according to age. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA, Specialist Teacher or therapist in order to acquire, reinforce or extend skills more effectively. For some pupils, intervention sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Intervention programmes are time-limited and criteria for inclusion in such programmes are clearly specified.

B3 EVALUATING SUCCESS

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENDCo and subject co-ordinators
- analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts
- value-added data for pupils on the SEND register
- termly monitoring of procedures and practice by the SEND governor
- school self-evaluation,
- visits from LEA personnel and OFSTED inspection arrangements, may also enable us to evaluate the success of our provision
- frequent meetings with parents and staff, both formal and informal, to review and plan targets on the Support Plans, revise provision and celebrate success.

B4 ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo.

In the event of a formal complaint parents are advised to contact the headteacher or a governor, if they prefer. Buckinghamshire SEND IAS service is available for advice.

<http://www.buckscc.gov.uk/education/bucks-send-ias/>

<mailto:sendias@buckscc.gov.uk>

01296 383 754 (helpline 24 hour answerphone)

C Partnerships within the School

C1 PARTNERSHIP WITH PARENTS

The staff at Haddenham St Mary's CE School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.