



# **HILLSGROVE PRIMARY SCHOOL**

## **Special Educational Needs and Disability Policy**

### **1. Introduction**

- 1.1 Hillsgrove Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our 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. A minority of children have particular learning and assessment requirements that could create barriers to learning.
- 1.2 These requirements are likely to arise as a consequence 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.
- 1.3 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.

### **2. Aims and objectives**

#### **2.1 The aims of this policy are:**

- to create an environment that meets the special educational needs of each child.
- to ensure that the special educational needs of children are identified, assessed and provided for.
- to make 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 enable all children to have full access to all elements of the school curriculum.

### **3. Educational inclusion**

#### **3.1 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.

#### **3.2 Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy.

- planning to develop children's understanding through the use of all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical 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.

#### 4. Special Educational needs

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

4.2 A graduated response starts once it is decided that a pupil may have Special Educational Needs and as provision is made.

Parents must be involved and informed from the start of provision being made. Provision is described as "School Action" or "Early Years Action" in the case of the nursery and reception classes.

The triggers for intervention through "School Action" could be the teacher's or others' concern, underpinned by evidence about the 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.
- Shown signs of difficulty in developing literacy or mathematical skills which results in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The teacher and SENCO consider all the information gathered and in consultation with parents decide on the most appropriate course of action.

4.3 If a pupil does not make "adequate progress" following School Action" after discussion with the parents or carer, "School Action Plus" or "Early Years Action Plus" is triggered and advice sought from outside agencies and/or LEA services.

Adequate progress might be progress that:

- Closes the attainment gap between pupils/peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same baseline but less than that of the majority.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrate improvement in self help, social pr personal skills.
- Demonstrate improvements in the child's behaviour.

4.4 In this graduated approach of action and intervention a small number of children will move from "School Action Plus" or "Early Years Action Plus" to Statemented Provision.

Schools can, following consultation with parents, request a statutory assessment or parents and other agencies can do this. Schools need to clearly state the reasons for the request along with evidence of:

- The views of parents recorded as Action and Action Plus.
- The ascertainable views of the child.
- Copies of I.E.P.'s at Action and Action Plus.
- Progress over time indicated in records of reviews, outcomes, National Curriculum levels and CORE attainments.
- Record of any involvement of Health or Social Services.
- The involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school setting.
- The extent to which the school or setting has followed the advice provided by professionals with relevant specialist knowledge.

The LEA considers the above evidence in making a decision about whether it will make a statutory assessment. The pupil remains at "Action Plus" whilst a decision is being made.

## 5. SEN – Gifted and Talented Children

Gifted and talented children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

Some gifted and talented children may be intellectually able but also appear on the Special Educational Needs register for behavioural, literacy or physical disabilities. They have the right to an education that is suited to their particular needs and abilities. They need to be presented with work that challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence.

Teachers at Hillsgrove create the conditions for learning in which there are opportunities for pupils with gifts and talents to demonstrate their high ability. Identification is crucial to personalising the learning experience and our school's strategy makes use of quantitative and qualitative assessment, including prior attainment and rate of progress so pupils are continually identified both within the school year and on a year by year basis.

Teachers follow the key principles in the identification of gifted and talented children and are familiar with the general characteristics that are exhibited by this group of More Able Pupils. Once identified the learning experiences are carefully planned to enable the children to make the best possible progress towards their full potential.

See policy for Gifted and Talented Pupils.

## 6. The role of the SENCO

- Overseeing the day to day operation of the Special Educational Needs Policy.
- The co-ordination of provision made to individual children with Special Educational Needs.
- Working closely with staff, parent/carers and other agencies.

- Managing Teaching Assistants.
- Overseeing the records of all children with Special Educational Needs in school.
- Providing related professional guidance to colleagues in order to secure high quality teaching for children with Special Educational Needs.
- Taking a lead role along with parents/carers, on deciding the course of action for the child. It is noted in the Code that this action will not always take the course of one to one support, as this may not be appropriate and states that more appropriate action may be related to extra adult time in devising the nature of planned intervention and monitoring; the provision of differentiated learning material or specialist equipment; staff development and training to introduce more effective strategies.

## 7. The role of the Governing Body

7.1 The governing body at Ladycross Infant School, in co-operation with the Head teachers, determines the school's general policy and approach to provision for children with Special Educational Needs. They help establish appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

7.2 They ensure that the SENCO appointed under section 317(3A) of the Education Act 1996 meets each of the following requirements.

- That the SENCO is a qualified teacher
- That the SENCO have satisfactorily completed the induction period for teachers (NQT) and is working as a teacher at Ladycross infant School

7.3 The governing body of Ladycross Infant School determines the key responsibilities of the SENCO and monitors their effectiveness in undertaking those responsibilities.

### **Governing body's functions relating to the role of the SENCO taken from the 2008 regulations.**

1. The governing body of a relevant school must determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO in undertaking those responsibilities.

2. The key responsibilities refer to the following tasks—

- (a) in relation to each of the registered pupils whom the SENCO considers may have special educational needs, to inform a parent of the pupil that this may be the case as soon as is reasonably practicable;
- (b) in relation to each of the registered pupils who have special educational needs—
  - (i) identifying the pupil's special educational needs,
  - (ii) co-ordinating the making of special educational provision for the pupil which meets those needs,
  - (iii) monitoring the effectiveness of any special educational provision made for the pupil,
  - (iv) securing relevant services for the pupil where necessary,
  - (v) ensuring that records of the pupil's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date,
  - (vi) liaising with and providing information to a parent of the pupil on a regular basis about that pupil's special educational needs and the special educational provision being made for those needs,

- (vii) ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's special educational needs and the special educational provision made to meet those needs is conveyed to the governing body or (as the case may be) the proprietor of that school or institution, and
- (viii) promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- (c) selecting, supervising and training learning support assistants who work with pupils who have special educational needs;
- (d) advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;
- (e) contributing to in-service training for teachers at the school to assist them to carry out the tasks referred to in paragraph (b); and
- (f) preparing and reviewing the information required to be published by the governing body pursuant to the Education (Special Educational Needs) (Information) (England) Regulations 1999(1), and the objectives of the governing body in making provision for special educational needs, and the special educational needs policy, referred to in paragraph 1 of Schedule 1 to those Regulations.

7.4 The Governing body has a named governor who monitors the school's work on behalf of them and reports back to them on a regular basis.

7.5 They report to parents annually on the school's policy and Special Educational Needs.

8. Allocation of resources.

8.1 The SENCO and senior management team are responsible for prioritising and identifying the required resourcing for special needs provision within the school.

Signed

Chair of Governors

J Simms

Headteacher

P Rhodes