

Hayfield Primary School

Policy for

**Special
Educational
Needs**

SPECIAL NEEDS POLICY

Our School Vision

Our pupils will be happy, healthy and caring, with a positive attitude to learning and life. The school community will be inclusive, respectful, resourceful and open-minded in all that it does. Children will be helped to develop the confidence, knowledge and skills to reach their potential and make a positive contribution to society.

Our Mission Statement

We want every child to:

- **be happy and secure**, and know how to keep themselves healthy and safe.
- **have good self-esteem**, to develop a strong sense of self-worth, with the resilience and confidence to achieve success, develop own interests, strengths and talents, and fulfill potential.
- **love learning**, and experience a rich, vibrant, engaging curriculum, and become life-long, enthusiastic learners who ask questions to develop their thinking and a growth mindset.
- **make excellent progress** across the curriculum, especially in English, Mathematics and Science, achieving the highest standards of competence of which they are capable.
- **be a good citizen**, to develop a strong sense of community, citizenship and social awareness, with integrity and a good code of morals and ethics by which to lead their lives and set an example to others.
- **form positive relationships** and to know how to be a good friend: be caring and kind; share and take turns; have trust, tolerance and respect; be a good listener and empathise with others.

Our school curriculum, which will include the National Curriculum, will be driven by emphasis on:

The community

Working together with parents, friends, local schools and businesses to provide enriched and relevant learning experiences for all.

The environment

Having a good understanding of sustainability and environmental issues affecting our world; and showing care, respect and responsibility for the environment, both at local and global level.

Enterprise Education

Being creative, working well with others, developing leadership, using initiative, being positive, taking risks, solving problems, developing a 'can do' attitude and making links with the world of work.

Sports and the Arts

Having opportunities to experience a wide range of sports, music, art and drama, and to recognise and develop individual talents and interests.

RATIONALE FOR THIS POLICY

At Hayfield Primary School, we aim to provide a broad, balanced, relevant and differentiated curriculum, meeting the needs of all learners, including those with learning difficulties and / or disabilities.

In accordance with the Equality Act 2010, we believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe and happy.

Hayfield Primary School is committed to inclusion, which we believe is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. Part of the school's strategic planning for improvement is to develop cultures, policies and practices with reference to the SEND Code of Practice 2014, that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

Being committed to equal opportunities does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Hayfield Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We also aim to model inclusion and equal opportunities in our policies and procedures, and in our relationships with children, parents/carers, other agencies and the community.

The role of SENCO is currently being managed by the Headteacher along with a day a month coordination provided by the outreach work of a SENCO from another school. This is a temporary measure put into place until the new headteacher starts in September 2018 to ensure that the needs of all SEN pupils in school are addressed and met. The Headteacher takes the lead role in relation to inclusion, reporting to governors and the SLT regularly on this area.

The SEND Governor is Mrs Hilary Cook.

AIMS

To ensure that:

- All children are included by creating an environment that meets the special educational needs of each pupil
- All children have equal access to all elements of the National Curriculum
- The special educational needs of children are identified, assessed and provided for
- The roles and responsibilities of staff are identified in providing for children with special educational needs
- Staff training and support are provided to ensure that the needs of all children with special needs can be met
- The progress of children with special needs is monitored and those making less than expected progress are identified early, so that effective interventions may be put into place

DEFINITIONS

Our school is committed to early identification and assessment of a child who may have special educational needs (learning, behavioural, physical, emotional or social needs). A pupil has **SEND** 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. Pupils with **SEND** will be supported from within the school's resources, unless external services are required, for example Speech Therapy needs. Most needs will be met by supplying targeted interventions, specific to a child's need

Statement of Special Educational Needs – A child with a statement of special educational needs has been assessed at school action and school action plus level before a formal application to the LA has been made for further resources and advice that cannot be provided from within the school's resources.

'**The Statement of Special Educational Needs**' has been superseded by **The Education and Health Care Plan** and pupils with existing 'Statements' will be transferred to EHC Plans by 2018.

IDENTIFICATION

A register of SEND pupils is kept up-to-date by the SENCO. This register is reviewed regularly and developed in cooperation with all staff.

SEND pupils can be identified in the following ways:

- Monitoring and evaluating achievement data and using it to identify children who are working well below the level of their peers (Foundation Stage Profile, KS1, KS2 SATs data, teacher assessment, parental concerns etc.)
- Discussion with teachers about concerns over pupils in their class
- Discussion with parents about concerns over the needs of their children

- Liaison with other professionals (e.g. SSEN, Behaviour Support Service, Educational Psychologist, Visual/Hearing Impairment Services, MAT, Blythe House, CAMHS, Speech and Language Service etc)
- Transition from Nursery and other schools

PROVISION

The principal organisational strategies are as follows:

- The identification of children with special needs and/or disabilities
- To communicate with parents
- To teach taking into account children's preferred learning styles (VAK) and their own personal interests and needs
- To differentiate work appropriately
- To ensure that staff have access to a range of teaching strategies through CPD and appropriate resources
- To regularly monitor and evaluate achievement data and use this to identify children and provide appropriate intervention
- To enable each child to reach his/her full potential
- To provide an environment suitable to the child's needs
- To provide an IEP where appropriate
- To ensure that the class provision map states all provision in place
- To involve external agencies where necessary
- To provide support, scaffold, intervention, as necessary to enable all children to access learning
- To apply for TAPs funding, GRIPs funding, an EHC Plan, as appropriate, if additional support is needed
- To maintain high expectations of every child to ensure that they do their best and make good progress.

PRACTICAL STRATEGIES

- Differentiation of pace, task, dialogue, outcome, resources used, support provided
- Use of teaching assistants to support and guide learning, and to encourage independent learning
- Use of I.C.T. (especially iPads)
- Appropriate homework
- Visiting experts
- Celebration of success in class and assemblies
- Visits (e.g. extra visits to schools in support of transition to secondary education, visits to Children's Centre sensory room etc)
- Diagnostic testing in identification of special need (e.g. dyslexia testing performed by SENCO).
- Involvement of outside agencies - SSEN, Visual Support Service, Physical Support Service, Hearing Impaired Service, Educational Psychologist, Behaviour Support Service, MAT, Blythe House, CAMHS, Speech and Language Service etc.

ROLE OF SPECIAL NEEDS COORDINATOR

The coordinator's role includes:

- Advising Head Teacher and staff on the development and implementation of the school's Special Needs Policy
- Producing and reviewing the school's SEND Annual Information Report
- Keeping an up-to-date register of children with SEND
- Maintaining a central store of up to date records of pupils with special educational needs and/or disabilities
- Supporting class teachers, teaching assistants and SENTAs in constructing interventions for SEND children to ensure continuity and progression
- Overseeing the updating and review of provision maps and IEPs, where appropriate
- Chairing annual review meetings for statements of SEN and EHC plan reviews
- Supporting teachers in identification and assessment of children with SEND
- Supporting staff in the application for EHC Plans
- Supporting staff in referring pupils to outside agencies
- Providing advice and support for staff about special needs and contributing to in-service training of staff
- Organising and purchasing resources and ensuring their efficient use
- Liaising with the link governor for SEND
- Liaising with external agencies in providing appropriate additional support for children with special needs and/or disabilities
- Liaising with parents and staff
- Monitoring and evaluating special needs provision and the progress of SEND pupils, and reporting to governors, and head teacher
- Producing action plans for SEND and ensuring the actions are carried out.

ROLE OF GOVERNING BODY

The governors' role includes:

- Facilitating the necessary provision for pupils with SEND in school
- Monitoring the progress of all pupils, including those with SEND
- Ensuring that all teachers make provision for these children
- Consulting the LA when appropriate
- Determining, in cooperation with the headteacher, the school's policy on special needs provision
- Establishing appropriate staffing and funding arrangements

This policy was reviewed by Claire McKenzie (headteacher & acting SENCO) on 31.1.18

Adopted by Governors on:	Signed by Chair of Governors	Signed by Headteacher