

## **Special Educational Needs and Disability (SEND) policy (incorporating the local offer)**

This guidance complies with the statutory duty described in **Special Educational Needs (Information) Regulations (Clause 64)** and takes account of:

- **SEN Code of Practice** (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014 (2<sup>nd</sup> draft April 2014)
- **Equality Act 2010**
- **Children and Families Act 2014**

### **Aims of this SEND policy**

The aims of our special educational need and disability policy and practice in this school are:

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement  
<https://www.gov.uk/government/collections/national-curriculum>
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Further information relating to the County policy can be found at the Staffordshire market place.

### **What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014*

### **How does our school know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation and intervention over time, with little progress, indicates that they have additional needs in one of the four areas
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- A pupil asks for help

### **What should I do if I think my child may have special educational needs?**

- If you have concerns then please firstly discuss these with your child's teacher/subject teacher/form tutor. This then may result in a referral to the school SENCos whose name is Kirsty Broome and who may be contacted through the school office at : [office.hassell.staffs.sch.uk](mailto:office.hassell.staffs.sch.uk) or 01782 297500
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

### **How will I know how the school supports my child?**

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
  1. classroom observation by the senior leadership team, the SENCo and external verifiers
  2. ongoing assessment of progress made by pupil in specific intervention groups
  3. work sampling on a termly basis.

4. scrutiny of planning.
  5. teacher meetings with the SENCo
  6. pupil and parent feedback when reviewing target attainment
  7. whole school pupil progress tracking
  8. attendance and behaviour records
- Information on the quality of teaching will be collated in a report to governors. The overall judgement of the quality of teaching can be seen on the school's last Ofsted Inspection Report.
  - All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.
  - Pupils are identified and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team to ensure that progress is maintained.
  - Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model
  - Additional individual assessment of the pupil may be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
  - Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil from external agencies.
  - Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments if insufficient progress is made over a period of time.
  - If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo
  - SEN support will be recorded on an IEP plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
  - If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
    1. Special Educational Needs Support Service (SENSS)
    2. Behaviour Support Service
    3. Dyslexia Centres
    4. Autism Outreach Team

5. Hearing Impairment team
6. Visual Impairment team
7. Autism and Sensory Support in Staffordshire (ASSIST) Post 16
8. Educational Psychologist Service
9. Educational Welfare Officers
10. Physical and disability support service
11. Social Services
12. School Nurse
13. CAMHS (Child & Adolescent Mental Health Service)
  - For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
  - For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

#### **How will the curriculum be matched to my child's needs?**

- Teachers plan differentiated work to match the ability of all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

#### **How will I know how my child is doing?**

- Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and Parent's Evenings.
- If a further appointment is required then parents are asked to contact the school office in order to make an appointment with the class teacher or SENCo.

#### **How will you help me to support my child's learning?**

- Please look at the school website. It can be found at [hassellschool.org](http://hassellschool.org) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. .

- The teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organise a number of parent workshops during the year. These are advertised in the school newsletter and via specific letters, the aim being to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

### **What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils. These include:

- A broad curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups.
- Pupils who find less structured activities or times difficult, are provided with alternative small group opportunities within the school, where appropriate.
- The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' wellbeing and mental health. The school delivers a curriculum which supports a healthy lifestyle which is communicated via the science, PSHCE and PE curriculum.

### **Pupils with medical needs**

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

### **What training do the staff supporting children and young people with SEND undertake?**

Where relevant staff have access to targeted training such as:

How to support pupils with a diagnosis of dyslexia.

- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- Leading a nurture Group
- Talking Partners
- Attendance at the termly SENCo Update
- The SEN Coordination award

- The school has regular visits from SENSS specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. This is then delivered by a trained HLTA.
- The Governor with specific responsibility for SEN has completed the SEN Governor training

#### **How will my child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

#### **How accessible is the school environment?**

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum, printed information is available via the school website.

#### **How will the school prepare and support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective pupil's transition. These include:

##### **On entry:-**

- A planned programme of visits are provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

#### **Transition to the next school**

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN and identified on the website
- The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.

- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx> ,
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCoS of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

### **How are the school's resources allocated and matched to children's special educational needs? (Schedule 1: Point 5)**

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

### **How is the decision made about how much support my child will receive?**

- For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, classteacher, parent and Headteacher and assessment coordinator, as appropriate. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

### **How will I be involved in discussions about and planning for my child's education?**

This may be through:

- discussions with the class teacher, SENCO or senior leadership team member

- during parents evenings
- during additional support reviews

**Who can I contact for further information or if I have any concerns? (Schedule 1: Point 7)**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The SENCo
- The Headteacher
- For complaints please contact the School Governor with responsibility for SEN. Their name is June Walklate

**Support services for parents of pupils with SEN include:**

- **Parent Partnership** <http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).
- **Parent In The Know** newsletters  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx> (8)

Information on where the Local Authority's Local Offer can be found at the Staffordshire market place website.

**The details contained within this information report will be updated in accordance with the Staffordshire Local Offer.**