



# Humberston Cloverfields Academy

## Special Education Needs and Disabilities Policy

### Introduction

This policy has been written by the SENDCo of Humberston Cloverfields Academy. It has been developed jointly with the Principal.

This policy document is a statement of the aims, responsibilities and strategies we have agreed, to ensure the effective and efficient provision for children with SEND. It takes into account the Education Act (1996), the Special Needs and Disability Act (2001), the Equality Act (2010), the Children and Family Act (2014), statutory guidance on Supporting Pupils at School with Medical Conditions (2014), The 0-25 Special Educational Needs and Disability Code of Practice (2014), and The Special Educational Needs and Disability Regulations (2014).

### Our SENDCo at Humberston Cloverfields Academy is Mrs Sarah Chidwick

### Aims and Values

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full, no matter what the learning or additional needs of the child. At Humberston Cloverfields Academy, we endeavour to,

- Ensure the necessary provision is made for any pupil who has SEND, considering them within the wider context of inclusion.
- Make those special educational needs known to all who are likely to teach them.
- Maintain high expectations for all pupils, including those with SEND.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have SEND.
- Ensure that the culture in school is such that a pupil with SEND is socially included in all activities of the school and receives a balanced and broad curriculum, promoting the highest level of achievement.
- Have regard to all relevant policy and legislation in the decisions we make as a school.
- Identify at the earliest opportunity all children who need special consideration to support their physical, sensory, emotional, communication or cognitive development.
- Use the procedures outlined in The 0-25 Special Educational Needs and Disability Code of Practice (2014) to identify, assess and make provision for pupils with SEND.
- Consider parents and pupils as central to effective provision, nurturing a positive partnership of support.
- Strive to provide the best setting we can to meet the needs of children with SEN, continually monitoring and evaluating the site and resources in order to effect improvements.
- Work closely with external agencies when necessary and appropriate, in order to ensure that pupils and their families have access to all available, necessary and relevant support.

## Definition of Special Educational Needs

According to The 0-25 Special Educational Needs and Disability Code of Practice (2014), a child of compulsory school age or a young person is understood as having a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

These difficulties are considered to fall into one or more of the following categories:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs.

Humberston Cloverfields Academy recognises that where a pupil displays poor behaviour in school it is a response to a need, which we will seek to identify.

Where a child has a disability or health condition, which requires additional provision to be made, they will be covered by the SEND definition. There are factors that impact progress that are not considered under the definition of SEND,

- Attendance and punctuality, health and welfare, English as an additional language, being in receipt of a pupil premium grant, being a looked after child and being the child of a serviceman/woman.

## The Role of the SENDCo

The SENDCo coordinates, managed and reviews the provision for pupils with SEND.

Please refer to the SEN Information Report for the responsibilities of the class teacher, SENDCo and Principal.

## Our Graduated Approach

If a class teacher has a concern about a child's progress and attainment they will gather information about the child, including the child's views about how they feel at school, and will establish targets that they would like the child to focus on in order to 'fill the gaps'. The teacher will then list the strategies they will use to help the child achieve these outcomes. Once they have made the outcomes they will organise a meeting with parents to discuss the concerns and share the outcomes and additional provision. This is called a 'Plan, Do, Review,' Cycle one (monitoring).

After a term the class teacher and parents/carers will review the Plan, Do, Review. If the child is now making progress, the interventions continue and the child is taken off the Cycle one and is not monitored more than any other child. If the child is still not making progress, the class teacher will have a discussion with the school's SENDCo about putting the child on the Inclusions (SEND) register and advising the class teacher on additional support they could use in the classroom.

The class teacher will then meet with parents again to discuss the next steps and write another 'Plan, Do, Review,' this time on a Cycle two. The SENDCo is involved in this process, where necessary.

If the child is still not making progress and the class teacher and SENDCo feels that the child is in need of additional outside professional support, the SENDCo is responsible for making referrals in order for the child to receive the provision they need. Class teachers are responsible for using the strategies suggested in the classroom to enable progress.

If the child is still not making progress after all of the provisions provided through the above processes, they may need a Statutory assessment (EHCP). The SENDCo is responsible for requesting

the statutory assessment from the local authority and ensuring that the local authority have all relevant information.

If the child is issued with an Educational Health and Care Plan (EHCP), the SENCo is responsible for Annual reviews to review the progress made against the EHCP.

## Medical Conditions

Humberston Cloverfields Academy keeps a separate record of children who have a diagnosed medical condition. A medical condition is not an automatic indicator of an SEN need. Children will only be identified as needing SEN support if that medical condition impacts on their learning as outlined in The 0-25 Special Educational Needs and Disability Code of Practice (2014).

## Education Health Care Plans (EHCP)

Where a child continues to demonstrate significant cause for concern, or when multiple agencies are involved or required, an application may be made to the Local Authority for an Education Health Care Plan. If issued, the EHCP will establish their specific needs and the range of provision suitable to meet those needs. Humberston Cloverfields Academy will carry out the specific requirements outlined in the EHCP.

Where a child has an EHCP, these will be reviewed annually and updated or resubmitted (if appropriate) accordingly.

## Parent Partnership

At Humberston Cloverfields Academy, we aim to promote a partnership with parents. We will do this through,

- Involving parents as soon as concerns are noted or raised.
- Ensuring all parents are made aware of the arrangements of Learning Support including the opportunities for meetings between parents and SENDCo both formally at Parent's Evenings and informally, by agreement.
- Supporting parents' understanding of relevant legislation, including but not

limited to The 0-25 Special Education Needs and Disability Code of Practice (2014), and other external agency advice and support.

- Undertaking annual reviews for children with EHCPs.

The school aims to ensure that the curriculum, site and facilities are full accessible to children with learning support needs. In the light of evidence about a child's particular needs, provision can include,

- Improving access as far as is reasonable through physical changes to the school buildings and by providing extra resources.
- Appropriate and effective classroom management plans, with planning, differentiation and resources to meet the individual's needs, to include considerations taken for planning of trips and visits.
- Ongoing consultation with parents and pupil
- Developing and maintaining links with support agencies, other mainstream schools and special schools through visits, membership of professional bodies, etc.
- Alerting all teachers and support staff to the child's needs and providing appropriate training and literature.
- Helping the child develop appropriate practices for taking down and recording information, eg: using a laptop or providing a scribe.
- Providing alternative sources of information.

## Confidentiality

Our work with families and children will sometimes bring us into contact with confidential information. To ensure that all those working at Humberston Cloverfields Academy can do so with confidence, we will respect confidentiality in the following ways,

- Parents will have access to files and records of their own children but will not have access to information about any other child.

- Staff will not discuss individual children, other than for the purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- Information given by parents/carers to the school will not be passed on to other adults (not including Humberston Cloverfields Academy employees, members of the governing body and/or peripatetic teachers).

## **Complaints Procedure**

Any concerns regarding the Learning Support Policy of the provision made for children with learning support needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENDCo. If you are still not satisfied that your concerns are being addressed you should make an appointment to see the principal.

The Equality and Human Rights Commission (0845 604 6610) provides a range of information and guidance on the Disability Discrimination Act. This organisation would be able to advise if the concern relates to an issue of the possible discrimination of a disabled child. Contact details for support groups relating to different conditions and syndromes, and lists of chartered Educational Psychologists

and therapists are available from the SENDCo on request.

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