



# Special Educational Needs and Children with Disabilities Policy

## Statutory

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# Hart Plain Junior School

## Special Educational Needs and Children with Disabilities Policy

### **Rationale:**

At Hart Plain Junior School we believe that every child is unique and that during their time at Hart Plain, each may be in need of special consideration or support, either in the long or short term. This support whether educational, physical or pastoral is monitored and updated continually in line with the school's philosophy alongside statutory and Local Authority regulations and guidelines. We are committed to providing equal opportunity for all our children so that all can enjoy access to the full benefits of a broad and balanced curriculum. They should have the support they need to be safe, healthy and enjoy their school experiences so that they achieve their potential and are able to maintain their economic well-being in the future. Our children should be involved in the decisions made for them and have the self-confidence to make a positive contribution in their lives.

This Special Educational Needs and Children with Disabilities Policy should be considered along with school policies and guidelines concerning: Admissions; Curriculum; Medical Procedures Policy and Supporting Children with Medical Conditions; the Accessibility Plan, Equality Duty Action Plan and the SEND Information Report. This policy also complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015).

### **Definition:**

The SEN Code of Practice 0-25 Years (2015) states that: *'A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'*

At Hart Plain Junior School, children are identified as having special educational needs if they experience difficulties in any of the four following categories; communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs. Such challenges to their ability to succeed must be significantly greater than those experienced by their peers and call for special provision to be made which is additional to and different from what is already available to all other learners. The purpose of this policy is to ensure that all SEND children in the school's care have their special educational needs met through targeted, focused teaching in a learning context adapted to accelerate their progress.

### **Aims:**

- To be as fully inclusive as possible by enabling all children with SEND to be provided with access to a broad and balanced curriculum to cater for their particular needs.
- To create an ethos and educational environment that is person centered and has the views and needs of the child at its heart and values their contribution.
- To provide a caring and supportive environment, promoting confidence and self-esteem.
- To encourage all pupils to reach their full potential, both academically and socially, through high quality learning and recreational opportunities so that they can make a successful transition into adulthood.
- To enable early identification and baseline assessment of children with SEND in order to provide personalised and inclusive support, the outcomes of which will be monitored and reviewed.
- To ensure there is an effective working relationship between the SENCO and governing body to promote and protect the interests of all children with special educational needs.

- To work in close partnership with carers by engaging them in collaborative decision-making and information sharing so that school and home provides complementary support.
- To fulfil all legal requirements on behalf of all children with Education Health and Care Plans (EHCPs) across the school.

### **The Graduated Approach:**

At Hart Plain Junior School we use several indicators to identify pupils' special educational needs. Including, but not exclusive to observations, data, discussions with parents and carers, teacher, teaching assistants and pupils.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part procedure:

Assess  
Plan  
Do  
Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress.

#### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

An Access to Learning Plan is drawn up and appropriate provision identified. The plan is reviewed termly. It records the personalised provision put in place to support the child.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies or approaches that are being employed and the outcomes that are being sought.

#### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will

be provided by the SENCO.

### Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Where a pupil continues to make less than expected progress despite evidence based support matched with interventions (targeted support) addressing areas of need it may be necessary to involve specialists in the school or from outside agencies (specialist support). Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk.)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEND Support.

Where it is clearly evidenced and deemed that a pupil has made significant progress, enough to close the attainment gap between the child and their peers, in line with age appropriate expectations, the child will be removed from the SEND register.

### Responsibilities:

The school understands that excellent provision for pupils with SEND is a whole school responsibility. All staff are responsible for helping to meet an individual's special educational needs and for following the procedures for identifying, assessing and making provision to meet these needs.

The Governing Body must ensure that:

- The necessary provision is made for any pupil who has special educational needs.
- They are fully informed about SEND issues so that they can play a major part in the school self review.
- They agree appropriate staffing and funding arrangements that support that school's work.
- The quality of the SEND provision is regularly monitored.
- A named member of the FGB to be responsible for SEND and liaising with the SENCO.
- A collaborate approach with the SENCO and parents produces the annual SEND Information Report and SEND policy.

The SENCO will:

- Lead SEND staff meetings with class teachers using *the graduated approach* to review progress, assess outstanding barriers to learning and agree best next steps and strategies to support existing provision.
- Regularly meet with parents and pupils with SEND to review progress and plan next steps.
- Maintain a formal register of all pupils in the school with SEND and individual records of interventions and their outcomes.
- In consultation with the Headteacher, ensure that SEND funding is used effectively in the recruitment and deployment of learning support assistants and specialist SEND support.
- Ensure that the purchase and allocation of resources are made appropriately and reviewed regularly.
- Advise the Headteacher and all staff on SEND issues and initiate training as required.
- Monitor overall progress of interventions.
- Review individual behaviour management plans on an on-going basis (IBMPs) and re-write them in collaboration with staff.

- Request statutory assessment of SEND if necessary and annually review EHCPs as required.
- Enable transition of children with SEND both to and from Hart Plain Junior School.
- To liaise with outside agencies in order to access specialist advice and modify support strategies.
- Organise the training of the learning support staff and advise them in areas of professional expertise related to teaching and learning.
- Lead the performance management of all learning support assistants and SEND specialists in pursuit of individualised and whole school-based objectives
- Liaise with the SEND Governor at least termly to review the impact of the SEND School Improvement Plan.

Class teachers are responsible for:

- The progress and development of every child in their class
- Meeting with parents or pupils with SEND to plan and set challenging targets.
- Liaising with SENCO
- Meeting with professionals and implementing recommendations and advice.
- Maintaining and updating Access to Learning Plan.
- Monitoring progress towards the targets during interventions.

Teaching assistants work as part of a team with the teachers, supporting pupils' individual needs and enabling inclusion at all levels within the school community.

**Storing and Managing Information:**

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter. Files shared with other schools during transition are either delivered by hand or via secure courier. The school's policy on data protection is available to view on the school website.