



Special Educational Needs and Disabilities Policy

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SEN CODE OF PRACTICE (National Context)

The revised Code of Practice, published in January 2015, provides a framework for developing strong partnerships between parents, schools, Local Authorities (LAs) and health and social care. It promotes a consistent approach to meeting children's Special Educational Needs (SEN) and places the rights of children at the heart of the process, allowing them to be heard and to take part in the decision making process whenever possible. The focus is on ensuring that the SEN are identified as quickly as possible. The Code is informed by general principles and should be read with them clearly in mind:

- A child with special needs should have his or her needs met;
- The views of children should be sought and taken into account;
- Parents have a vital role to play in supporting their child's education;
- Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage (EYFS) and the National Curriculum (NC).

Beliefs and Aims

At Hope Community School we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum.

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. Policy and practice reflects the philosophy and fundamental principles within the SEN Code:

'The Code sets out guidance on policies and procedures aimed at enabling pupils with special educational needs to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood.'

Our firm commitment to inclusive education means we prepare learning where we respond to the needs of the individual setting every child suitable challenges. We ensure potential barriers to both learning and assessment are overcome. We consider the importance of working in partnership, talking together with both children and their adults, taking their views into account when we plan provision.

Children with Special Educational Needs have their educational needs met by being offered full access to a broad, balanced and relevant education. At HCS we provide a secure environment where every child feels valued, safe and happy. From the moment children begin their learning journey we aim to develop the whole person socially, emotionally, physically and intellectually so as they grow through the school every child is able to equip themselves with skills ready for their future.

We believe that all members of and visitors to HCS should be treated with respect. We value individual, diverse needs and strive for everyone to reach their full potential regardless of age, ability, religion, gender or culture.

Guiding Principles

We follow these guiding principles in order to help us to achieve our aims as well as to guide our decision making, help us evaluate the impact of our work and also inform the way we act individually and collectively:

- Create an environment that meets the needs of all children
- Ensure the earliest possible identification of SEND and any additional needs
- Listen to the child's views
- Build on the child's strengths
- Develop an understanding of difference
- Involve parents/carers as partners in the SEND process and offer parents the opportunity for regular communication with staff.
- Continually review and improve our SEND provision
- Regularly monitor each child's progress and take appropriate action
- Provide all children with access to high quality inclusive teaching and ensure all children have access to the whole curriculum where possible
- Ensure the school fulfils the requirements of the SEND Code of Practice
- Make full use of external, expert support services including NHS, Speech and Language Therapists, Early Intervention Team, CAMHS, Educational Psychologists, Education Welfare Officer
- Put in place reasonable adjustments for special educational needs and disabilities within our school community

Definition of Special Educational Needs

'A pupil has SEN where [they have a learning difficulty] that calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'.

'A child of compulsory school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of 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'. (*SEND Code of Practice: 0-25 years*).

Children's needs and requirements may fall into at least one of four areas, although many children will have interrelated needs. All areas of need will have a varying degree of impact upon the way in which a child is able to learn and make progress.

The Areas of Need

Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. hearing impairments or autistic spectrum disorder.

Cognition and Learning

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

Social, Emotional and \Mental Health

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

Sensory and/or Physical Needs

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's medical register and / or the SEN list. Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEN.

Hope Community School will follow guidance in the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents / carers are notified of a decision by the school that SEN provision is being made for their child.

Roles and Responsibilities

SENCO:

- plans strategically for the needs of children identified as having special educational needs
- oversees the day-to-day operation of the school's SEND policy
- coordinates provision for children with special educational needs
- liaises with and advises fellow teachers
- liaises with Teaching Assistants
- monitors provision and impact of planned interventions through provision mapping
- monitors the progress of children with special educational needs
- oversees the records of all children with special educational needs
- liaises with parents of children with special educational needs
- contributes to the in-service training of all staff
- liaises with external agencies including LA, Educational Psychology, Health and Social Services, and voluntary bodies
- liaises with preschool settings prior to pupils starting school and liaise with secondary schools

when pupils transfer

- coordinates provision for children with specific medical needs
- liaises with the designated Council member for SEN

The School Council (The Governing Body)

The School Council, in consultation with the Principal, determines HCS policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The School Council, considers the Code of Practice and:

- Ensure appropriate provision is made for any child with SEN
- Reports annually to parents on the school's policy for children with SEN
- Ensure all children, including those with SEN have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Local Council to oversee SEN provision
- Ensure discussions with parents regarding SEN matters at relevant meetings
- Ensure that pupils with SEN are fully involved with school activities
- Ensure they are involved in developing and reviewing SEN Policy

The SEN Council member visits Hope Community School regularly to liaise with the SENCO, undertake learning walks and to observe how the SEN Policy is implemented in classes. The present 'named' Council member responsible for SEN is Lynn Mason.

A whole school approach to identifying SEND

All teachers are teachers of children with special educational needs. Teaching such children is a whole school responsibility. High quality inclusive teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Teachers will ensure their lessons take account of the wide range of abilities, aptitudes and the interests of children and will differentiate tasks according to the needs of the children. The majority of children will learn and progress within these arrangements. Class teachers will make regular assessments of progress for all children and will identify any whose progress is slower or seeming to be falling behind that of the rest of the class.

Teachers will identify those children whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Appropriate support and interventions will be put in place to try to support these children to close the gap.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

The SEND Code of Practice sets out a 'graduated response' to meeting children's special educational needs and we endeavour to follow this process.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

On some occasions where a child is considered to have a high level of need it may be agreed that an EHCP (Education Health Care Plan) can be applied for. At this stage the SENCO will work with the family and outside agencies to seek this additional support. Where an EHCP is in place it will be reviewed annually and for pupils in year 5, the EHCP will be reviewed no later than the spring term in preparation for transition to Secondary school.

Provision Maps

SEN Interventions will be recorded on a Provision Map which will be reviewed and updated at least termly. Each child's progress will then be monitored and interventions will be reviewed each term or more regularly if deemed appropriate. Each child on the School SEND register will have Targets set and shared with parents / carers.

Extra-curricular activities

Regardless of the stage pupils have reached, all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them.

All of our extra-curricular activities and school visits are available to all our pupils, including the externally run before-and after-school clubs.

All pupils are encouraged to take part in school trips, sports day, school assemblies (Collectives), workshops, etc.

Adjustments are made when necessary in consultation with other professionals.

Accessibility

Under the Equality Act 2010, schools are required to have an accessibility plan which covers the following:

- The arrangements for increasing the extent to which disabled pupils can participate in the

school's curriculum.

- Improving the physical environment of the school to ensure disabled pupils can take advantage of the education, facilities and services provided by the school.
- How the school improves the delivery of information to disabled pupils that is readily accessible to pupils who are not disabled.

Please see the Hope Community School **Accessibility Policy & Plan** for full details of how we meet these requirements.

Monitoring, evaluating and reviewing SEN policy and provision

The overall monitoring of the effectiveness of the policy will be the responsibility of the SENCO and the Principal. The progress of each child is reviewed regularly. Where necessary strategies are altered or added or put into place throughout the year. Concerns of parents / carers and children are always considered.

This document is subject to annual review to accommodate changes in school need and legislation as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEN policy and guidelines including Hope Community School's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Monitoring reports on classroom observations
- Termly evaluations of the quality of provision
- Collation of children's and parent / carer's comments following review meetings.

Transition

At the end of each year teachers review the children's targets and pass these and any other important information on to the next teacher. Social stories can be written to help children 'get to know' their new class and what to expect.

Complaints

Most complaints can be adequately resolved by discussion with the class teacher or SENCO. However, if the matter cannot be resolved in this way, the complaint should follow the procedures set out in the School's Complaint Policy which can be found on the school's website.

This policy was written after careful consideration of the following statutory documents:

The SEND Code of Practice: 0-25 years (2015)
The Equality Act (2010)
The Children and Families Act (2014)

It was written taking into account views of Teaching Staff and Council members and allowing opportunity for contribution from parents of children with SEND.