



Special Educational Needs and Disabilities Policy

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

Hope Community School Sidcup, Special Educational Needs and Disabilities Policy January 2018

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 special needs of children will normally be met in mainstream schools;
- 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

To achieve these aims we all support the following guiding principles to help us make decisions, evaluate the impact of our work and to inform the way we act individually and collectively:

- Create an environment that meets the needs of all children
- Ensure the earliest possible identification of SEN and any additional needs
- To take into account pupils' opinions at informal interviews
- Involve parents / carers as partners in the SEN process
- View our special needs provision as an ongoing, developing process
- Regularly monitor and review each child's progress and take appropriate action
- Provide appropriate in-class support which enables all children to have access to the whole curriculum
- Ensure the school fulfils the requirements of the Special Needs Code of Practice

- Make full use of external, expert support services including medical services, Early Intervention Team, Joint Communication Team, Autism support team, BCAMHS, Education Welfare Officer.
- Cater wherever possible for the full range of special needs within school.

Definition of Special Educational Needs

'Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.'

Children's needs and requirements may fall into at least one of four areas, although many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

The Areas of Need

Communication and Interaction Difficulties

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

Cognition and Learning Difficulties

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.

Behaviour, Emotional and Social Development Difficulties

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 Difficulties

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.

HCS 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

SENDCO to:

- plan strategically for the needs of children identified as having special educational needs
- oversee the day-to-day operation of the school's SEN policy
- coordinate provision for children with special educational needs

- liaise with and advising fellow teachers
- liaise with Teaching Assistants
- monitor provision and impact of planned interventions through provision mapping
- monitor the progress of children with special educational needs
- oversee the records of all children with special educational needs
- liaise with parents of children with special educational needs
- contribute to the in-service training of all staff
- liaise with external agencies including the LA's support and educational psychology, health and social services, and voluntary bodies
- liaise with preschool settings prior to pupils starting school and liaise with secondary schools when pupils transfer
- liaise with the designated councillor for SEN

The Trust Board

The Trust Board, 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 Trust Board, 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 councilor 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' councillor responsible for SEN is Mrs Foreman.

A whole school approach to identifying SEN

All teachers are teachers of children with special educational needs. Teaching such children is a whole school responsibility.

Stages of intervention and provision

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First Wave One teaching. Pupils falling just below national expectations will usually benefit from Wave Two catch-up programmes. When a pupil is consistently and significantly falling behind normal expectations, Wave Three interventions will be implemented (SEN Support)

SEN Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

An important feature of SEN Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENDCO identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer.

Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.

The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;

- makes little or no progress
- shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
- persistent emotional difficulties which continue despite management techniques generally used in the school
- has significant sensory or physical problems that impact on their ability to learn
- has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.

The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.

All information about the pupil from within the school, together with any additional information from the parents will be considered.

The SENDCO will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.

The SENDCO will facilitate the collection of all available information about the pupil. Information will be collected from;

- within the school, using pastoral systems and identified link staff working in departments and faculties;
- progress tracking information;
- parents/carers and the pupil.

The class teacher, working with the SENDCO should agree in consultation the adjustments, interventions and support to be put in place and the outcomes to be achieved. This should be recorded on a class provision map and reviewed termly.

The pupil's teacher will be responsible for working with the pupil on a daily basis and for planning and delivering the targets

All staff will be involved in providing further help to pupils.

The targets will be reviewed on a termly basis.

The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent targets will reflect strategies to meet their needs and show a graduated response to those needs.

A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENDCO in consultation with teaching staff, parents and pupil.

Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.

Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.

If the pupil or young person:

- continues to make little or no progress in specific areas over a long period of time;
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age;
- continues to have difficulty in developing literacy and numeracy skills;
- has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme;
- has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency;
- has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning;
- is receiving at least £6,000 of support and any pupil premium to which they are entitled then a statutory assessment may be sought from the Local Authority.

School Request for a Statutory Assessment

The SENDCO will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles;
- individual progress plans for the pupil;
- records of regular reviews for at least a twelve month period;
- an individual provision map;
- the pupil's health, including a medical history where relevant;
- tracking of progress in National Curriculum levels;
- attainments in literacy and numeracy;
- educational assessments from an advisory specialist support teacher or educational psychologist;
- views of the parent and child;
- involvement of other professionals;
- involvement of the social services or education welfare services;
- pupil attendance details;

- recent hearing and vision checks;

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows.

- i. The Head Teacher/SENDCO will implement the recommendations.
- ii. Short-term outcomes will be set and reviewed at least three times a year. The strategies to meet those outcomes will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.
- iii. Progress will be formally reviewed by holding an annual review meeting.
- iv. The Head Teacher/SENDCO will seek;
 - written advice from parents and professionals;
 - ascertain the views of the pupil;
 - convene the review meeting;
 - prepare a review report for the LA.
- v. Those to be invited at least two weeks before the meeting are;
 - the pupil's parent/carer;
 - relevant teacher(s) and TA(s);
 - representative of the LA;
 - the pupil;
 - where appropriate representatives of health and social services, other professionals closely involved

The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Years Five and Six

The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan (EHCP) if required. The Plan, once amended, will be used to inform the consultation for secondary schools in the following Autumn Term. The secondary school placement for all youngsters with EHCPs will be decided by February 15th.

Following this planning for transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENDCO or their representative from the receiving secondary review will be invited. This must be a person centred review and a one page profile written to go with the pupil to secondary school.

Inclusion

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEN to be an integral part of our school community.

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. Pupils will only be withdrawn when:

- they will benefit from some intensive individual work on a cross curricular skill;
- it is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

Involving Pupils and Parents/Carers

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of pupils with SEN and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

Working with outside agencies

The Head Teacher, or a person nominated by the Head Teacher, which could be the SENDCO, will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staff have relevant training and there are procedures in place to support pupils.

Complaints

Most complaints can be adequately resolved by discussion with the class teacher or SENDCO. 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.

Training

The training of staff in matters relating to the implementation of the SEND Policy will be undertaken as the need arises, with support and guidance from specialists and outside agencies if required. The SENCo will disseminate any relevant information after attending meetings or courses. Teaching Assistants are included in training where appropriate so that they are better equipped to support our children.

Monitoring and Evaluation

The School councillors ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, councillors will monitor:

- the standards and progress made by pupils with special educational needs and disabilities;
- the number of pupils at SEN Support and those with Education, Health and Care Plans in each year group;
- the movement of pupils on SEN Support and Education, Health and Care Plans across the categories as recorded on the school's SEN register.
- the level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map;
- case examples selected from all stages of pupils with special educational needs especially those who are Children in Care;
- the views of parents expressed on stage forms and any complaints received;
- the extent to which pupils' views are reflected on IEP forms;
- details of visits by specialist teachers, educational psychologists and other agencies;
- staff views on in-service training opportunities and the training opportunities available.

Sen information report

The school will publish an annual report on SEN on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found.

Review of policy

All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed and updated every three years.