



Special Educational Needs and Disabilities (SEND)

This policy outlines the framework for Hurst Knoll St James' CE Primary School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Compliance

This policy complies with statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Section 1: About us

At Hurst Knoll St James's we are committed to providing an appropriate and high quality education to all the children in our school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

In our school every teacher is a teacher of every child, including those with SEN.

The person responsible for managing our SEN provision is Mrs Lisa Smith (SENCo and Inclusion lead) who is undertaking training of the National Award for SEN.

Mrs Smith is a member of the Senior Leadership Team and can be contacted through the school office.

Section 2: Aims and Objectives

We have three school aims which are uppermost in our minds when we work with children who have special educational needs:

- To ensure all children are given equal access to the curriculum and to raise their achievements.
- To encourage children to become independent learners with enquiring minds and a desire to learn.
- To encourage children to strive for excellence in all they do.

Our Objectives:

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

Section 3: Identifying Special Educational Needs

Within our school, teachers deliver quality first teaching which allows most children’s needs to be met. This can be through a variety of teaching methods, resources and opportunities. The class teacher is responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or any specialist staff. See our *Teaching and Learning Policy* for more information on how teaching is monitored.

We will make provision for pupils with the following 4 broad categories of need:

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

The purpose of identifying the area of need is to allow the school to establish what action the school needs to take and not to fit a pupil into a category. We will identify the needs of our pupils by considering the needs of the whole child and not just the special educational needs of the child.

Section 4: A graduated approach to SEN support

This is the process of identification and management of children with SEN. There is a cycle of **Assess, Plan, Do** and **Review** for any child before we “enter” a pupil on our SEN register.

1. Assess

Before a child is identified as having SEN the class teacher, working with the SENCo, will hold a meeting with the child and their parents/carers, class teacher and any other adult involved in the child’s education. At these meetings, everyone will be able to share any concerns and successes. We look at all the information we have about the child, including assessment levels and children’s progress.

2. Plan

Based on the children's needs any interventions or adjustments which will be made for the child will be discussed and explained. If appropriate, the SENCo will ask for help, support and guidance from specialists such as Speech and Language Therapists, Educational Psychologists or the Pupil Support Service.

3. Do

The child will receive any additional adjustments or interventions. The child's response to this will be monitored. Class teachers remain responsible for all pupils even when they are working with other staff or specialists. The SENCo will support the class teacher in further assessment of the child's strengths and weaknesses.

4. Review

Children's responses to the intervention will be reviewed and any progress will be examined. Support may need to be adjusted after considering progress made and the views of the child and their parents. If, after good quality personalised teaching or interventions for a significant period of time, a child does not make adequate progress they may then be identified as having SEN.

Parents/carers and children are fully involved in this process and are welcome to speak to the class teacher and SENCo at any time.

Managing pupils needs on the SEN register.

The SEN support for existing pupils also follows the **Assess, Plan, Do and Review** cycle.

- Pupils who are already on our school SEN register will have long term targets set once a year which will break down into 3 smaller chunks across the school year.
- Targets are set with the child and parents/carers at a meeting with the class teacher and also the inclusion lead if requested. These are recorded on a SEN support plan
- Any additional provision will be discussed, recorded on the child's provision map and given to parents/carers. This provision map will be added to throughout the year so that the full picture of provision is clear.
- The targets and provision maps are monitored by the SENCo to check their effectiveness and to allow for continual review and improvement of provision for all pupils.
- Class teachers are responsible for ensuring that the targets are worked towards as described on the support plan.
- The short term targets are reviewed 3 times a year with parents/carers.

Education Health Care Plans

If your child's needs are complex and/or severe we may suggest that we ask Tameside authority to carry out an Education Health and Care (EHC) Assessment.

Experts and people involved in your child's education will be asked about your child's needs and what should be done to meet them. An EHC plan will set out what your child's needs are and how they should be met. An EHC plan brings your child's education, health and social care needs into a single, legal document.

If the council decides not to write an EHC plan it will explain why. EHC plans are reviewed every year and we have Pupil Centred Reviews at our school.

You may have heard of "Statements" in the past. "Statements of special educational needs" have now been replaced by EHC plans since 1st September 2014. The transfer of existing statements to EHC plans will be a gradual process over the next three years and will usually be carried out at transition stages e.g. from KS2 to KS3.

Section 5: Criteria for exiting the SEN register

Children who are identified as having a SEN may not need to be on the SEN register for the whole time they are with us. If a child is making good progress we may recommend that they are removed from the SEN register.

Section 6: Supporting Pupils and Families

We can help you complete forms, write letters/emails or talk through anything you are concerned about. Sometimes we will complete a Common Assessment Framework (CAF) to support the whole family. Please speak to Mrs Browe (Learning Mentor) in the first instance.

Arrangements for Accessing Assessments

For testing, especially in Year 6, we make sure that children with special educational needs have the necessary support which they would normally have in the classroom situation e.g. a scribe, extra time or a reader.

Transition

For Year 6 children moving on, we have good, established relationships with our link high schools. The high school SENCo or key stage manager will contact the school and key information is shared with them. Our Year 6 children have at least 1 day in their new school before they move on.

Sometimes, a child may require more transition visits to make the change of class/school easier. This is something we do dependent on the needs of the child.

Local Offer

You can see what Tameside offer to support children with SEN by visiting their link here <http://www.tameside.gov.uk/localoffer>

Our School Information Report (local offer) also outlines how we support children and their families <http://www.hurstknollschool.org.uk/files/files/Our-Local-Offer.pdf>

Admission

Our admission arrangements can be seen here

<http://www.hurstknollschool.org.uk/about-us/admissions-arrangements>

Section 7: Supporting pupils at school with medical conditions

Our school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Care plans for illnesses are written by a medical professional with key school staff and shared as necessary. Some staff are trained to carry out specific medical tasks such as administering an EpiPen. All higher level teaching assistants (HLTAs) and teaching assistants (TAs) are trained in First Aid. We ensure that all training is kept up to date.

If your child has a medical condition such as an allergy to nuts, asthma, diabetes or epilepsy it is important that you tell us about it. We will meet with you to discuss your child's health needs and do all we can to support your child. It is very important that your contact information is kept up to date as in an emergency we will need to contact you.

Some children with a medical condition may also have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

See also our *Supporting Pupils at School with Medical Conditions Policy*.

Section 8: Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. We make good use of the pupil support service and seek advice and training from them when we feel it is necessary.

Mrs Smith (SENCo) regularly attends the local authority SENCo meetings in order to keep up to date with local and national changes in SEND. Mrs Smith is currently undertaking training for the National Award of SEN.

Section 9: Roles and responsibilities

The SEN Governor is Rev Pat Lodge (temporary postholder).

The person who is responsible for Safeguarding is the Head Teacher, Mr Anderson. Mrs Smith is also responsible for Inclusion, including the Pupil Premium Grant and Looked After Child funding.

Section 10: Storing and managing information

SEN Support plans and other relevant documents are kept within individual folders with a cover sheet in the SEN filing cabinet. Class teachers have copies of relevant information and these are kept inside the SEN folder in classrooms.

Any relevant digital confidential documents are stored within a secure folder on our network which is access limited.

See also our *Data Protection Policy* and *Freedom of Information Policy*.

Section 11: Accessibility

Our school is on one level with ramped access to the school office. There are wheelchair accessible entrance doors for the office, to our classrooms and to the playground. We also have a disabled toilet with a rise and fall changing bed.

Section 12: Reviewing the policy

This policy was written in March 2015 and approved by Governors March 2015
This policy will be reviewed annually.

Review of policy due March 2016.