



Hillside Junior School

SEND POLICY

POLICY DETAILS:

Legal Status: Statutory

Adopted: June 2015

Version Date: June 2015

Last Review: June 2015

Next Review: June 2018

Policy for Special Educational Needs and Disability

This policy should be read in conjunction with the following documents and policies:

- Inclusion Statement
- SEND Information Report (Local Offer)
- Equality Policy
- Accessibility Plan
- Medical Conditions Policy
- Safeguarding Policy
- Behaviour Policy
- Admissions Policy

Introduction

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs (SEN) and disabled children and young people.

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. These needs can be categorised in four key areas that may create barriers to learning:

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

A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age;
or
(b) 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.

A person has a disability if:

- (a) He or she has a physical or mental impairment and
(b) The impairment has a substantial and long term adverse effect on the person's ability to carry out day to day tasks.

Policy Aims:

This policy describes the way Hillside Junior School meets the needs of children who experience barriers to their learning which may relate to sensory or physical impairment, learning difficulties, emotional or social development, or may relate to factors in their environment, including the learning environment they may experience in school. We recognise that pupils learn at different

rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Hillside Junior School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Policy Objectives:

- To ensure current Education and SEN legislation, including relevant Codes of Practice and DfES guidelines are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise, to plan and provide support as early as possible and to review regularly.
- To provide full access to the curriculum through quality first teaching including differentiation in planning by class teachers, Inclusion Manager and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to quality first teaching, for those pupils recorded as having SEND.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve children themselves in planning and in any decision making that affects them.
- To contact external agencies when necessary to provide additional support for pupil, staff and parents/carers.

Responsibilities:

- The school as a whole is responsible for children with special educational needs and/or disabilities
- Teachers are responsible and accountable for the progress and development of all children in their class (SEN Code of Practice 2014). The *Teachers Standards* specify that teachers must set goals that challenge and stretch all abilities, use effective differentiation to overcome barriers and demonstrate an understanding of the needs of all pupils. Teachers are supported in this role by the Inclusion Manager, Senior Management Team and outside agencies.

Specific responsibilities of the Inclusion Manager:

- meet with Team Leaders and class teachers at least twice a year to discuss additional needs concerns, to review interventions and plan next steps.
- at other times, be alerted to newly arising concerns through the Inclusion Referral forms being completed by a class teacher. (See Appendix 1)

- discuss issues arising from these forms with the class teacher within 10 days of receiving the form.
- liaise with parents/carers, school staff and external agencies.
- ensure parents and children are involved in all stages of the process of support and interventions.
- ensure that accurate and relevant records are kept and shared with appropriate personnel
- define procedures for identification and assessment
- maintain a provision map to monitor value for money (See Appendix 2)
- with the Head teacher and SMT, monitor the quality and effectiveness of provision for pupils with SEN through classroom observation
- provide or arrange the provision of staff training on SEN issues as appropriate
- keep governors informed of SEN issues through termly Inclusion committee meetings and at other times as needed
- contribute to transition arrangements at all stages.

Identification of pupils with SEN:

We aim to provide a clear approach to identifying and responding to SEN.

The school has adopted a graduated approach to match provision to children's needs, as recommended in the Code of Practice (Appendix 3). This involves a cycle of:

- Assess
- Plan
- Do
- Review

Parents will be involved at all stages of this cycle. Both parent and child views are an essential part of setting targets and agreeing strategies.

Additional support may be offered to a child for a short period of time to address a specific need e.g. to improve handwriting, increase reading fluency, consolidate maths skill. This does not mean that the child has a special educational need. Parents will be informed of the intervention and may be given strategies to help support children at home.

School support: An Inclusion Referral Sheet will be filled in by the class teacher when they have a concern about a child's rate of progress, their behaviour and/or a social and emotional need. Parents are informed and asked for their views and suggestions by class teacher and Inclusion Manager. Strategies would be identified and put in place. These are to be reviewed termly.

Education Health and Care Plan (EHCP)

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This plan replaces statements of SEN and covers children and young people for the

period from birth to 25 years. It focuses on desired outcomes and is designed to be person centred.

The broad areas of need are considered to be:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical.

Further details about this process are available on request from school or the Hillingdon SEN team.

Assessing, planning, provision, monitoring and review processes continue as before, while awaiting the outcome of the request.

Success criteria:

- Pupils with SEN are identified at the earliest opportunity
- Appropriate intervention is put in place as soon as possible
- Children have work that is suitably differentiated to allow independent working
- The importance of self-esteem and confidence is recognised
- Children with SEN have made good or least adequate progress as defined in the Code of Practice.
- Parents/carers recognise their value in the partnership with school and are happy with the arrangements made for their child
- Teachers and support staff feel supported and informed
- Records are accurate, relevant and accessible to appropriate personnel
- The policy is regularly monitored, reviewed and updated

Governors: June 2015

Review Date: September 2016

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Hillside Junior School
Inclusion Referral Sheet

To be completed by the class teacher

Childs Name:
Date of Birth:
Age:
Class:
Teacher's Name:
Date initiated:

<i>Please highlight the general areas of development causing concern:</i>			
Communication and Interaction	Cognition and Learning	Social, Mental & emotional Health	Sensory and/or physical. Medical
Current concerns			
Pupil strengths			
Strategies tried			
IM/Teacher consultation		Date:	
Agreed action	By whom	When	

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Review Date

APPENDIX 2

Example of Provision Map

**SEN
Spr 15
YEAR 3**

Surname	Forename	Reg	Type	Subjects	CHA readers	RHA readers	Self esteem	C Preteach ixl	R preteach ixl	RWI 1	RW 12	One to one	Play Therapy
	H		SpLD	R,W,M									
	A			R,W									
	M		SpLD	R,W,M									
	S		Medical	All									
	A		SpLD	R,W,M									
	C		SpLD	R,W,M									
	S		SpLD	R,W									
	O		SEMH										
	N		SpLD	R,W,M									
	H			M									
	S		PI	VI									

Surname	Forename	Reg	Type	Subjects	Extra PE	ixl	RWI	One to One	Beh strats	play therapy
	A		SLCN	M,W						
	G		SpLD	M,W						
	J		SpLD	R						
	A		SEMH							end feb 15
	J		SpLD	W						
	N		SpLD	R,W,M						
	A		SpLD	R,W,M						
	L		Comm							
	D		SpLD	R						
	J		SpLD	M						
	C		SpLD	M						
	P		SEMH							

	T			M					
	D			M,W					
	L		SpLD	R,W					

APPENDIX 3

