

Special Educational Needs and Disabilities Policy

Hill View Primary



Policy Approved by Governors

Version: 5	Date: September 2021
Approved by Board of Governors:	Date:
Next Review Date:	September 2022
Written by:	Inclusion Team

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Principle Statement

Reach For The Stars!

At Hill View Primary, it is our aim to create for everyone a happy, secure and stimulating learning environment. For our children, we will encourage a love of learning, develop their creativity, independence, self-discipline and their respect for themselves, for others and for our world. They will learn to work and play with others, to share, to observe rules made for the common good and to make decisions.

We will provide a rich, broad and balanced curriculum, which will teach academic, social and aesthetic skills and seek to fulfill each individual's potential. We aim to prepare our children for their role as responsible, confident members of a multi-cultural society in an ever-changing world. We want all children to be successful and aspire to fulfill their dreams. To ensure success, it's vital to recognise our children's talents and to support them towards self-recognition and personal development.

We all live up to the expectations of those around us. It's about 'having a go' – not just for our children, but for our Staff as well. With this in mind, for Hill View Primary, it's about high expectations and high achievement. The two main influences on a child's development are home and school: the activities of one will be reflected in the other. We strongly believe that it is only by working together that we can best meet the educational needs of our children.

SEND Intent Statement:

At Hill View Primary Academy, it is our intent to demonstrate our commitment to the equal inclusion of all pupils in our school. We recognise the diverse and individual needs of all our pupils. We will provide a secure and accessible environment in which all our children can flourish and feel valued.

Our aim is to offer an inclusive curriculum to ensure the best possible outcomes and progress for all of our children, whatever their needs or abilities, in turn, raising achievement and removing barriers to learning.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Every teacher is a teacher of every child including those with SEND.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability 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 the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education,

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Act 2014).

The new Special Educational Needs and Disabilities (SEND) Code of Practice came into force on September 1st 2014, updated in May 2015. More details about the reforms and the SEND Code of Practice can be found at the Department for Education's website.

The Special Educational Needs and Disabilities (SEND) Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Bournemouth, Christchurch and Poole, that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. This can be accessed on the Bournemouth, Christchurch and Poole (BCP) Local Authority's website:

<https://www.bcpfamilynformationdirectory.com/kb5/poole/fis/localoffer.page>

This policy should be read in conjunction with Hill View Primary School's SEND Information Report and The REACH South Academy Trust SEND policy, which can be accessed via the school's website: <http://www.hillviewprimary.co.uk/sen/>

1. Aims and objectives

Aims

We believe every teacher is a teacher of SEND, with the aim of delivering Quality first Teaching within everything we offer. We aim to provide every child with access to a broad and balanced education, including the National Curriculum and working in line with the *Special Educational Needs Code of Practice*, updated Jan 2015, where some children may need further, targeted additional support.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible** by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- **Graduated Approach to SEND** is followed to enable staff to take positive steps to provide and monitor additional, differentiated learning opportunities, working closely with the School's Inclusion Team.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning, ensuring pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCO and the class teacher to plan an effective, differentiated and when required, a personalised curriculum to meet the needs of children with send. This will be carefully monitored and regularly reviewed, **using the Early Support Plans** in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents** so the school gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include the Early Help Team, Educational Psychology Service, BOOST (Bournemouth's Outreach Service), Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, network of Special Educational Needs Co-ordinators (SENCOs) across other schools
- **Create a school environment where pupils can contribute to their own learning** by encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals using the schools Early Support Plans, with a focus on involving the child and their voice. Pupil participation is encouraged through school by wider opportunities such as school council, school ambassadors, residential visits, school plays, sports teams and leaders in the playground.

2. Arrangements for coordinating SEND provision

There are four broad categories of need in the SEND Code of Practice 2014. These are:

- Cognition and Learning needs
- Interaction and Communication needs
- Social, Emotional and Mental Health needs
- Physical and Sensory needs

Cognition and Learning

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction

This area includes speech, language and communication needs (SLCN), which could mean that the pupil has difficulties with speech production (e.g. stammering, stuttering and the ability to form sounds), the understanding of language (receptive), the expression of language or a combination of all three. It also includes difficulties with the social use of language. Pupils who have been diagnosed with social communication difficulties such as autism and associated the associated spectrum, including Asperger's syndrome will have needs within this area. Pupils with needs in this area may or not be co-morbid with learning difficulties.

Social, emotional and mental health difficulties (SEMH)

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour. All schools with will consider the effects of trauma and ACEs (Adverse Childhood Experiences) and how they impact on pupils and their families.

Sensory and/physical

This area relates to children and young people who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may change over time and may be age related. This area encompasses Visual Impairment (VI), Hearing Impairment (HI) or a multisensory impairment (MSI). All of these areas may require specialist support and/or equipment. This area also relates to children with physical disabilities (PD) who may require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas give an overview of the range of needs that may need to be supported. The purpose of the identification is to work out what action the school needs to take, not to fit a pupil into a category, to meet the individual needs of the children. Hill View Primary will consider the needs of the whole child, not just the special educational needs of the child.

The SENCO will hold details of all SEND records for individual pupils.

All staff have access to:

- Guidance on identification of SEND in the Code of Practice following the Graduated Approach to SEND for Hill View Primary Academy.
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their Early Support Plans, Statements and Education, Health and Care Plans.
- Practical advice, teaching strategies, training and information about types of special educational needs and disabilities
- Information available through Bournemouth's SEND Local Offer and the school's Special Educational Needs and Disabilities Report

In this way, all staff will have complete and up-to-date information about all pupils with special needs and or disabilities and their requirements, which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

3. Admission arrangements

Please refer to the information contained in the school's Admission Policy which is available on our school website.

4. Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEN services where necessary to meet the needs of the child.

5. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

6. Identification of pupils needs

A graduated approach is used at Hill View Primary:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) If there is a concern about a child's progress, extra provision may be provided, however, this does not automatically place the child on the SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parents' evenings are used to monitor and report on the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be consulted, an Early Support Plan is created and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- 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 as part of

this process. 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 undergo regular reviews 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. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO/Assistant 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. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

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/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 teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and ensure clear links with classroom teaching and practice. 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/Assistant SENCO.

Review

Reviews of a child's progress will be made regularly. 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 where necessary their parents. The class teacher, in conjunction with the SENCO/Assistant 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.

As part of this process, a child can also be removed from the SEND register when there is no further concern. These children will continue to be closely monitored.

PAN-Dorset (Bournemouth, Dorset and Poole) Development and Behaviour referrals

If there are concerns around a child's development or behavior, pediatrician involvement can be requested if difficulties have been present and persistent for a period of time in different settings and have been ongoing even after early intervention/support. PAN-Dorset have set out a specific pathway before accepting referrals. This involves seeking other specialist's advice, attending parenting/behaviour management courses, consideration around the context of the child's daily life and the provision of early support/intervention in place.

More information can be found on the following website:

<https://www.dorsetccg.nhs.uk/services/send/#development>

Other outside agencies

These services may become involved if a child continues to make little or no progress or the school requires further support despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting their progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the intervention recorded in the plan continues to be the responsibility of the class teacher.

When assessment visits are arranged with outside professionals, parents are informed beforehand wherever possible; an appointment will be made for the professionals to meet with parents before or after they work with a child.

An up to date list of agencies that have been liaised with is included in the SEND Information Report, on the school website.

Referral for an Education, Health and Care Plan

If, despite further interventions and support from outside agencies, there are still significant concerns about the child's progress in learning, the child may be assessed for an Education Health Care Plan in accordance with Local Authority guidance. This assessment is likely to be triggered when three or four successive cycles of plan-do-assess-review interventions have not helped the child to move on in their learning. An Education Health Care Plan (EHCP) is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Health Professionals
- Social Care
- Specialist outside agencies

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (EHC Plan)

Following Statutory Assessment, an EHC Plan will be provided by Bournemouth, Christchurch and Poole Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and where appropriate the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

7. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Regular training and learning opportunities for staff on the subject of SEND and SEN teaching are provided both in school and across the collaboration of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated, where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

8. Inclusion of pupils with SEND

The Head teacher, Deputy Head teacher, Assistant Head teachers and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

9. Supporting pupils at school with medical conditions

The 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 PE. Staff training will be provided, if necessary, and if appropriate, an Individual Health Care Plan will be written for a pupil in consultation with health professionals. (See Medical policy)

10. Allocation of resources for pupils with SEND

The school has been allocated funding for SEND and this provides the resources needed throughout the school, including additional support, e.g. specialist services, equipment and training. During the cycle of "Assess/Plan/Do/Review", the amount of additional support might increase.

If a child has an EHC Plan additional funding may be allocated from the Local Authority. The resource allocation will be discussed at review meetings to tailor provision to specific needs. When allocating any resources within school, desired outcomes, progress indicators and needs are central to all decisions made.

11. Evaluating the success of provision

In line with the SEND Code of Practice, the school monitors and regularly reviews impact of provision and outcomes. This is in order to make consistent, continuous progress in relation to SEND provision. This is in consultation with staff, parents and children where appropriate. SEND provision and interventions are recorded on their Early Support Plan, which are updated regularly. These are updated in consultation with the class teacher, support staff, SENCO/Assistant SENCO and the child. Interventions are planned, monitored and evaluated regularly by the appropriate Year Leader and SENDCO. Where appropriate, information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

12. Staff training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO/Assistant SENDCO attends relevant SEND courses, liaises closely with external agencies and will seek relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and the school will make funding available to support this professional development.

13. Links to support services

Sharing knowledge and information with support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO/Assistant SENDCO who will then inform the child's parents.

14. Working in partnership with parents

Hill View Primary believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO/Assistant SENDCO may also signpost parents of pupils with SEND to the local authority SENDiass service, when specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted at any time in relation to SEND matters.

15. Storing and Managing Information

All SEN documents are stored securely as adhered to in the Schools Data Information Policy.

16. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher, the Deputy Headteacher, Assistant headteachers or SENCO, who will be able to advise on formal procedures for complaint.

17. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND at Hill View Primary is Victoria Buckland (Headteacher)

Special Educational Needs Co-ordinator (SENDCO): Louise Knapper

Contact: 01202514109

or office@hillview.bournemouth.sch.uk / senco@hillview.bournemouth.sch.uk

The SENCO is responsible for managing Hill View Primary School's response to the provision we make for children with Special Educational Needs and Disabilities.

School Governor with responsibility for SEND: Amy Parker

Contact: office@hillview.bournemouth.sch.uk

The SEND Governor has the responsibility to ensure that the school has an up to date SEND policy, that the school has appropriate provision and adaptations to meet the needs of the children in school. The SEND Governor makes regular visits to the school in order to understand and monitor the support given to children designated as SEND and is part of the process to ensure that your child achieves his/her potential in school.

This policy should be read in conjunction with the schools SEND Information Report which can be accessed via the school website.

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice, updated May 2015 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 (updated May 2015)

Keeping Children Safe in Education Sept 2019

Signed (Headteacher)

Date

Signed (SEN Governor)

Date

Signed (SENCO)

Date