

HUTTOFT PRIMARY SCHOOL (Academy)

SPECIAL EDUCATIONAL NEEDS POLICY **Summary**

A Governing Body Policy reviewed annually in Spring Terms.
This Policy has been updated in the light of the SEND
Code of Practice 0 – 25 guidance.

- The School's SENCO is the Headteacher, Mrs Hurrell
- The School's Designated Teacher for Child Protection is the Headteacher
- The School's member of staff responsible for managing Pupil Premium and Looked After Child funding is the Headteacher

AIMS

To raise the aspirations of and expectations for our pupils with Special Educational Needs so they gain the maximum benefit, enjoyment and equal opportunity from the curriculum offered in our school. This Policy describes the values we hold and the arrangements we make for children who experience difficulty in learning – i.e., those pupils who at some time in their school career need additional support to take full part in School life.

OBJECTIVES

- we will identify and provide for pupils who have SEN and additional needs
- we will work within the guidance provided in the 2014 SEND Code of Practice
- we will operate 'a whole pupil, whole school' approach to the management and provision of support for SEN
- we will provide support and advice for all staff working with SEN pupils
- we will develop and maintain good levels of engagement with parents/carers
- we will ensure access to the curriculum for all pupils

The four broad categories of SEN as described in the 2014 Code of Practice are –

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

In addition, at Huttoft Primary School, we recognise that one or more of the following may impact on a child's progress and attainment too:-

disability, attendance and punctuality, health and welfare, English as an additional language, Pupil Premium eligibility, Looked After Child (LAC) status, service personnel status.

We regard concerns relating to a child's behaviour as an underlying response to a need – we will recognise and identify that need.

A GRADUATED APPROACH TO SEN SUPPORT

Roles and Responsibilities

The new four part cycle of SEN support is a 'graduated approach' to meeting needs. Teachers at Huttoft Primary School follow and implement the cycle of 'Assess, Plan, Do, Review' as it allows for more frequent focused reviews in the road to matching intervention to needs. Each class teacher, teaching assistant, the SENCO and the Governing Body has specific roles and responsibilities to carry out within the framework of our policy.

Managing Pupils' Needs

- i) Following a raising of concern(s) about a pupil's lack of progress - through the cycle of Pupil Progress Meetings, staff meetings, or known information (in the case of a new pupil) – the SENCO and class teacher will meet to consider these three actions as a suitable programme of support to be taken next –
 - additional timetabled teaching assistant time within the classroom
 - additional resource(s)/equipment
 - access to Boost sessions (group/individual) beyond the classroom

In each case the specific content of the programme of support will be formally directed by the class teacher in order to best address the child's need(s). This level of support will usually be provided for 6 – 10 weeks and as such will automatically be reviewed at Pupil Progress Meetings and staff meetings. The class teacher will also complete an evaluation report of the support.

- ii) If concerns about a pupil's lack of progress continue to be identified after the support described at i) has been effected and reviewed the SENCO will invite the parents/carers to an informal meeting to discuss including the child on the school's Special Needs Register and if appropriate accessing the support of external professionals. This is called SEN Support. Up to this point parents will have had a termly opportunity to meet the class teacher. Through this schedule of consultations parents will have had plenty of opportunity to know about and understand the provision being put in for their child. In addition, the Headteacher initiates meetings with parents when individual rates of progress are not in line with expectation.

The external professionals that the SENCO may seek parents' permission to access for their child include –

- STAPS (Learning Support Service)
- EP (Educational Psychologist)
- SALT (Speech and Language Therapy)
- SIS (Sensory Impaired Service – visual/auditory/physical)
- Social Services
- IT Outreach Service
- Autism Outreach Service
- Health Authority
- EWO (Educational Welfare Officer)
- TAC (Team Around the Child)
- BOSS (Behavioural Support)

The SENCO will liaise with these agencies, involving parents and other members of staff as necessary

- iii) In the event that we find ourselves unable to fully meet the needs of a pupil having worked through the aforementioned provision arrangements, we will approach the Local Authority for additional funding and support through their High Needs Block. To do this we will work closely with the parents/carers to complete an Education, Health and Care Needs

Assessment Information Form (Primary Education) supplying as much supporting documentation from other professionals as possible to enable the Local Authority to make an informed decision about the needs of the child.

STAFF TRAINING

It is important that the school's staff feel confident in dealing with pupils with Special Needs in their lessons. Staff receive documentation/advice from the SENCO via whole staff and 1:1 meetings, INSET activities, hand-outs and 1:1 discussions. One staff meeting per term is designated for SEN support and provision. Access to external training will be organised by the SENCO according to the needs of individual members of staff. This may involve working in partnership with one of our local secondary schools.

HELP FROM HOME

Parents and schools are involved in educating children. Teachers at our school want to involve parents/carers wherever we can.

We recognise that you know your child better than anyone else and sharing information and working in partnership with all those involved is vital.

Our teachers see your child in a different setting i.e., at school rather than at home. They have knowledge and experience that can be shared with parents/carers.

Encourage and praise your child for what he or she does. This is VERY important. Involve your child in everyday things. Children need to be talked with, read with, listened to, sung to, involved in family activities and encouraged to be a part of family life and be responsible for certain jobs around the home.

Encourage your child to share and play with other children. By doing so you will be helping him/her to develop good social relationships and self-confidence.

Try to observe the suggestions we make for help at home in your child's report.

Visit our school regularly to share information about how your child is getting on.

Always contact our school if you have any worries or questions.

Attend Parents' Evenings, School Concerts, Productions, Assemblies, Sports etc.

Let your child know you are interested in what he/she is doing at school and encourage him/her to take part in activities.

FURTHER SOURCES OF ADVICE

Our School Nurse can be contacted at Hundleby, near Spilsby.
Our Educational Welfare Officer, can be contacted via school.
Our Social Services Offices are in Louth or Skegness.