

**Hanbury's Farm
and
Oakhill Community Primary
School's Federation.**



Oakhill Primary



School

SEN Policy 2017-2018

Hanbury's Farm School and Oakhill Primary School Federation
and Special Educational Needs.

Hanbury's Farm School and Oakhill Primary School are both community primary schools with a mixed catchment area situated in Belgrave and Glascote Heath in Tamworth.

There are currently 169 children on roll, aged between 4 and 11 years, in 7 classes at Hanburys Farm School. There are currently 118 children on roll, aged between 4 and 11 years, in 5 classes at Oakhill Primary School.

In line with the Government's education policy that focuses on helping all children to reach their potential, at Hanbury's Farm School we are committed to developing a level of education that provides equality of opportunity and high achievement for all our children.

We will strive to ensure that if a child has a Special Educational Need it is identified at the earliest opportunity and that early action is taken to meet those needs.

We place the rights of children with Special Educational Needs Disability (SEND) at the heart of school policy and ensure that children are involved with decisions taken about the education they receive.

We try to ensure that we have a clear and flexible strategy for working with children with SEND and parents are encouraged to play an active role in the education of their children. We believe that all pupils, whatever their ability or specific need, have a right to a broad, balanced and differentiated curriculum relevant to their needs.

At Hanbury's Farm School we value all children and recognise that all children may at some time be entitled to special needs provision and that this may include children who are Gifted and/or Talented (please refer to Gifted and Talented policy)

The Headteacher, staff and governors will do their best to secure appropriate provision for any pupil who has an identified SEND.

Our ethos is aimed at enabling children with SEND to maximise their potential, be included fully in our school community and make a successful transition to secondary school and into adult life. Our whole school has a shared responsibility for identifying, assessing and meeting the individual pupil needs.

We strive to ensure that each pupil be fully integrated into the life of the school and be given every opportunity to develop self-confidence, self-esteem and independence.

Aims of the policy

The objectives of our policy are to:

- Organise our activities to ensure that all students are included in the life of the school and make good progress
- Work with parents sharing information on students' progress, outcomes and their individual needs
- Continuously develop our ways of working to provide the highest quality of provision for all students within the resources available
- Meet the requirements of the Education Act (1996), the Special Education Needs (SEN) Code of Practice (2014), and the Special Educational Needs and Disability Act (2001)
- Facilitate a student's learning by identifying his/her needs and ensuring provision is matched to support each individual's attainment and well-being
- Respond to students flexibly according to the nature of their difficulties and personalise their learning so that they can learn in a way that best suits their needs
- Support student's learning without making them feel inferior to their peers

SEN and the Law

Children and Families Act 2014.

- **Definitions of special educational needs (SEN) taken from section 20 of the**

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. 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 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 - 25 (2014)
- Schools SEND 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

Provision at Hanbury's is informed by the Fundamental Principles of Provision for the Code of Practice (Chapter 1, pg 7), which state that:

- A child with Special Education Needs should have their needs met
- The special educational needs of children will normally be met within the context of the child's class/year group
- The views of the child should always be sought and taken into account
- Parents (including those with parental responsibility) have a vital role to play in supporting their child's education
- Children with SEND should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the foundation stage and the National Curriculum.

Roles and responsibilities

The governing body has a responsibility to:

- Fully engage parents and/or young people with SEN when drawing up policies that affect them.
- Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- Designate an appropriate member of staff (the SEN co-ordinator or SENCO) as having responsibility for co-ordinating provision for pupils with SEN.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEN, in line with their EHC plan.
- The named link governor for SEN is Edward Workman

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

The SEN Coordinator (SENCO) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEN policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEN policy.
- Coordinate the specific provision made to support individual children with SEN, including those who have EHC plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEN.
- Advise on a graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEN.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Draw up a 1-page profile of the child or young person with SEN.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEN take part in activities of the school together with those who do not have SEN, including on forums.
- Ensure that the school keeps the records of all pupils with SEN up-to-date.
- Inform the child's parents that SEN provision is being made, where the child does not have an EHC plan.
- The named SENCO across the federation is Mrs S Tucker.

Class / subject teachers must:

- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

Involving pupils and parents in decision making

Effective planning should help parents; children and young people with SEN express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEN label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach

Schools Admission and Inclusion

All schools should admit pupils with previously identified SEND as well as identifying and providing for pupils not previously identified as having a SEND.

Hanbury's Farm's ethos

Hanbury's will always aim to:

- quickly and accurately identify pupils with SEND
- accurately assess those needs
- promote high standards of education for children with SEND
- encourage children with SEND to participate fully in their school and community and take part in decisions about their education in the light of their age and understanding
- monitor and appraise provision
- ensure that parents have knowledge of their child's entitlement within the SEND framework and are able to make their views known about how their child is educated.

We will strive to ensure that the culture, practice, management and deployment of resources in our school are designed to ensure that **the needs of all children are met**.

This policy will also apply to those children in the Foundation Stage.

Children with SEND at Hanbury's will be given the opportunity:

- To work on a differentiated programme of tasks across the curriculum if appropriate
- To experience success
- To have the confidence to attempt any task
- To enjoy the learning process
- To learn and progress from their mistakes
- To measure their success from a personal baseline and not against that of their peers
- To have full access to the National Curriculum.

Pupil Participation

"...children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child"

Articles 12 and 13, The United Nations Convention on the Rights of the Child.

We believe that the way in which the child participates should actively reflect the child's growing maturity; this can include participating fully or partly in meetings or gathering views through questionnaires

Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter and are taken into account.

In the Foundation Stage the Early Learning goals recognise the importance of children's ability to develop competency and confidence progressively and to have the opportunity to develop a range of social and academic skills.

At Hanbury's we know that confident young children, who understand that their opinions are valued can make decisions and choices relating to their own learning, will be more secure and effective pupils.

Pupil participation should be the ultimate goal for all children; at Hanbury's all children are involved in discussions about their special needs at the appropriate level.

Access to the Curriculum

We support access through differentiation, profiling students on the SEND register, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties.

We seek to be an inclusive school by:

- Using the SEND review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action.
 - Ensuring that all students have appropriate learning targets which are challenging.
 - Valuing the diversity of our students of which SEND are a natural part.
 - Looking for opportunities within the curriculum to raise SEND issues.
- Seeking to make provision for SEND within routine class arrangements wherever possible.
 - Seeking opportunities for students with SEND to work with other students.

Criteria for Evaluating the Success of the SEND Policy

The following criteria will be used:

- The amount of identified teaching time available to support SEND students.
- The number of students with special educational needs attaining specified levels in National Curriculum assessments.
 - Average reading improvement of students receiving support with teaching.
 - The number of planned programmes of intervention and support.
 - The budget allocated to SEND by governors.
- The proportion of schemes for learning which show planning for differentiation for students with SEND.
- INSET time allocated to staff development with reference to special educational needs and disabilities.
 - The proportion of parents attending or contributing to reviews and consultations.
- Staff fulfil the expectation of the school in carrying out procedures for special needs and contribute to documentation for profiling, Reviews, Reports and evaluations.
- Recommendations by external agencies are acted upon and incorporated into the curriculum. Students are confident and well-motivated and are making measurable progress.
 - Movement between stages and the number of students on the register.

The Physical environment

Hanbury's School is a single story building with easy access to external doors and the school playgrounds.

Following the Disability and Inclusion act, and in line with DfES and LEA guidelines, all staff will ensure that pupils with SEND join in the activities of school together with their peers (so far as it is reasonably practical and compatible with the pupil receiving the necessary SEND provision, the efficient education of other children and the efficient use of resources).

Ensuring the provision for pupils with SEND on school day and residential trips, and liaising with their parents/carers will be the responsibility of the group leaders when they make their risk assessment visit prior to arranging the trip.

Signed _____ [Name]

(Headteacher)

Date _____

Signed _____ [Name]

(SENCo)

Date _____

Signed _____ [Name]

(SEN Governor)

Date _____

This policy will be reviewed annually.

Dated: October 2018

Review: October 2019