



## Our Vision

Learning through Love, Fun and Faith.

## Our Mission Statement

We aim to provide the highest quality education, for each and every child, in partnership with parents, within the context of a Christian community.

## Aims

The aims of this policy are:

1. To provide curriculum access for all.
2. To secure high levels of achievement for all.
3. To meet individual needs through a wide range of provision.
4. To attain high levels of satisfaction and participation from pupils, parent and carers.
5. To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
6. To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
7. To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## High quality first teaching

All children at Hawksworth CE Primary School are all given daily access to high quality first teaching which is differentiated to ensure all children can access the curriculum within a classroom setting, alongside their peers. Throughout the school, all teachers have high expectations of all the children to ensure they all succeed in achieving their targets and potential.

## Monitoring and assessment

Every half term, all children are assessed in writing, reading and maths. The results of these assessments are analysed by each class teacher. Any children who have not or are unlikely to achieve their target, are discussed at Pupil Progress meetings with the Headteacher (D.Norris) and provision is made to ensure that the children's needs are met. This provision takes form through different ways of intervention; support within a small group or support on a 1-1 basis. The school SENCO records these interventions on a provision map which is also analysed and updated each half term. It should be noted that although a child may be on the school provision map, **this does not mean they are a child with SEN**, this definition is outlined under the following sub-heading.

## SEN support

The 2014 SEND Code of Practice states;

“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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her 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”

Any child who has SEN will be placed onto the school SEND register by the SENCO or Headteacher. The SEND register states the child's name, date of birth and the area of SEN they have. The area of special need will be identified as either:

- Cognition and Learning (general of specific learning difficulties)
- Communication and Interaction (speech and language difficulties, autistic spectrum disorders)
- Social, mental and emotional health
- Physical, Sensory and Medical (hearing, visual impairments, physical and medical difficulties)

Any child on the SEND register will then receive SEN support through a graduated response of; 'Assess, Plan, Do, Review.' The SEN support is different for every child, as it is there to best suit their needs. It can take place as:

1. An IEP (Individual Education Plan) – this is a document which gives the child a maximum of 2 targets which they will work on, in addition to the high quality first teaching they receive within the classroom. The child will work on these targets with their class teacher, teaching assistant and are then reviewed on a 3 week cycle. At this review, the class teacher will decide if the target has been met and therefore needs changing, or whether the target needs to be broken down into smaller stages to be more achievable for the child.
2. An IBP (Individual Behaviour Plan) – this is a document for a child who needs additional support with their behaviour. Similarly to the IEP, the IBP states a maximum of 2 targets which the child works on, on a daily basis. It also states the additional sanctions and rewards, the child requires in addition to the whole behaviour management of the rest of the class.

Furthermore, IEPs and IBPs are managed in collaboration between the child's class teacher and the SENCO.

### **Outside agencies**

In some circumstances, the school works alongside and seeks support from other agencies where required to maximize learning opportunities and potential. These agencies include;

- Educational Psychology
- CAHMS
- Local Authority Services and SEN support services

As well as Cluster services which include;

- Speech and Language therapist
- Parent support workers
- TAMHS

### **Reviewing SEN support**

A vital part of SEN support is ensuring the child's progress is reviewed regularly and outcomes are attainable. For a child receiving SEN support, there will be termly meetings where parents are invited to discuss their child's current personalised provision and progress with the class teachers and/or SENCO. This may include parents' evenings and annual reports. Parents are always encouraged to request a meeting with the SENCO should concerns arise.

### **Education, Health and Care plans (EHC Plans)**

In the situation where there is no progress after interventions, specialist support and differentiated planning, an application will be made for the child to receive an EHC plan. An EHC plan brings the child's education, health and social care needs into a single, legal document. In addition to the termly meetings with the class teacher and/or SENCO, the EHC plan will be reviewed at an annual review where the SENCO invites the child, parents and the outside agencies to discuss the child's progress and their outcomes.

**In our school the Special Educational Needs Co-ordinator (SENCO) is Mrs Malir and she:**

- Manages the operation of this policy;

- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Maintains the school's SEN register and provision map;
- Contributes to and manages the records of all children with special educational needs;
- Manages and completes the documentation required by outside agencies and the LEA;
- Acts as the link with parents;
- Maintains resources and a range of teaching materials to enable appropriate provision to be made;
- Acts as link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision and works closely with the SEN Governor (Dr Meehan) and writes a report to the governing body annually.
- Manages a range of resources, human and material, linked to children with special educational needs.

**Date of policy – September 2017 Date of next review – September 2018**