



Haughmond Federation

Special Educational  
Needs & Disabilities  
Policy



Harlescott Junior School

February 2018  
To be reviewed February 2021

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014).

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Section 20 of the Children and Families Act 2014 states that:

A child or young person has Special Educational Needs (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:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) 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 schools within the area of the local education authority.
- c) Are under compulsory school age and 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.

## OUR AIMS

- To provide an inclusive environment for all children including those with SEND to learn and achieve good progress.
- To give our children quality teaching where they can become independent and confident learners.
- To give SEND children a range of opportunities and provide support to achieve realistic goals.

## ROLES AND RESPONSIBILITIES

**The Executive Headteacher** will:

- Ensure that the legal requirements of the SEND Code of Practice 2014 are met.
- Ensure that the SEND Policy is applied by all staff.
- Ensure that all necessary support and resources are available, subject to budgetary limitations.

**The Governing Body** will:

- Be familiar with the SEND Policy and SEND provision within the schools.
- Report to parents in the Annual Governors Report on the implementation of the SEN provision.
- Designate a SEND Governor, who shall be named. – **Mr Kevin Pardy**
- Liaise with the LEA when necessary or appropriate.

**The Special Educational Needs & Disability Co-ordinator** will:

- Work closely with the Heads of School to help determine the strategic development of the SEND policy and provision.
- Have responsibility for the day to day operation of the school's SEND policy.
- Maintain the schools SEND register.
- Have responsibility for co-ordinating provision, (through the use of a provision map) for pupils with special educational needs.
- Have responsibility for liaising with parents and external agencies, including the LA's support and educational psychology services, health and social services, and voluntary bodies.

- Advise and supporting other practitioners in the settings through practical advice, teaching strategies and information about types of special educational needs and disabilities.
- Ensure that appropriate Person Centred Plans (PCP's) and Education Health Care Plans are in place.
- Organise Annual Reviews and Statutory Assessment procedures.
- Ensure that relevant information about individual children with special educational needs is regularly collected, recorded and updated.
- Effectively liaise between schools with transition. All information and planning will be passed to the next school and parental meetings arranged if requested, to ensure adequate prior knowledge of pupils transferring with special needs and to facilitate continuity of support and provision.

**The Class Teachers** will:

- Use quality first teaching, differentiated for pupils who have or may have SEND.
- Use adequately differentiated materials and teaching approaches adapted in style and pace, to enable all children to access the National Curriculum.
- Liaise with the SENDCO and Teaching Assistants to discuss and review provision maps/PCP's and extra support initiatives particular to their class.
- Give Teaching Assistants clear instructions regarding their input to a group before the start of the lesson, either through informal discussion or via their daily/weekly Planning sheet.
- Inform parents/carers of any extra provisions made for their child and involve parents/carers whenever possible.

**The Teaching Assistants** will:

- Liaise with the teacher or SENDCO with regard to planning, implementation of programmes of work or problems regarding provision.
- Work with individual children, or groups of children, as directed by the teacher or SENDCO.
- Have access to appropriate professional training subject to budgetary limitations.

## **IDENTIFICATION AND ASSESSMENT**

At Haughmond Federation we recognise that early identification and assessment of special educational needs is necessary to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an on-going process throughout a school year.

We recognise that children have a special educational need or disability if they:

- Begin our schools with an Educational Health Care Plan
- Are in the process of being assessed with regard to an Education Health Care Plan, when they begin at our schools.
- Have been identified as having a special educational need in a previous school or setting.
- Are experiencing learning difficulties significantly greater than the majority of children of the same age.
- Are experiencing a wide range of social & emotional difficulties.
- Have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age.
- Have a serious medical problem which has implications for the learning process.

To help identify children who may have special educational needs or disabilities, Haughmond Federation will measure progress by referring to:

- Results of any statutory testing, teacher assessment and class tracking sheets – use of iTrack data to monitor rates of progress and to identify vulnerable groups of children.
- Copies of previous PCP's/provision maps and reviews

- Relevant medical information or external reports in individual SEND files

In addition they:

Have verbal contact with previous teacher, TA's, SENDCO, parent/carer and pupil.

Have personal observations of the child's aptitudes, weaknesses and responses to academic tasks

Parents/carers are always informed of their child's special needs and permission is obtained for all referrals to external agencies and all reports and information is available to parents/carers.

In order to help all children who have special educational needs or disabilities, Haughmond Federation will adopt a graduated response that encompasses an array of strategies and recognised a continuum of special educational needs. The schools will follow the guidance set out in the SEND Code of Practice (2014) in respect of the identification, assessment and provision for children with SEN through SEN Support.

The SEND Code of Practice 2014 clearly states four broad areas of need: Communication & Interaction, Cognitive & Learning, Social, Emotional & Mental Health and Sensory or Physical Difficulties.

The following principles, which are central to the SEND Code of Practice, which shall be regarded are:

- Provision for a child with special educational needs should match the nature of their needs.
- There should be careful, regular recording of a child's special educational needs, the action taken and the outcomes.

Assessment in school informs target setting and is carried out termly and stored in each pupils individual assessment file. The SENDCO will provide extra input and support for assessment activities as necessary and/or when requested.

Assessment and information obtained from the review of provision maps/PCP's is used to inform subsequent planning. General class targets should incorporate special needs targets whenever possible to engender an ethos of positive inclusion.

In a very small number of cases, when the help provided through SEN Support is not sufficient to enable a child to make adequate progress, schools can request additional funding through the Graduated Pathway which promotes a more personalised and holistic approach to meeting the additional needs of children and young people with SEND.

In other cases, it may be necessary to request that the Local Authority initiate a Statutory Assessment for an Education, Health and Care Plan (EHCP).

## **RESOURCES FOR SPECIAL NEEDS AND DISABILITIES**

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the schools, including the provision for children with an EHCP. The Executive Headteacher or Heads of Schools inform the governing body of how the funding allocated to support special educational needs has been deployed.

The schools have a team of teaching assistants, some responsible for supporting Children with an EHCP as well as carrying out general support duties to ensure that inclusive practice is maintained for all.

Both schools are wheel chair accessible via main doors. There is ramped access to the hall, dining room and one outside classroom. There is a disabled toilet facility encompassing adapted toilet seating. Harlescott Junior School has a shower.

Both schools have a wide range of extra-curricular resources: school clubs run by teaching staff and lunchtime activities.

The schools admissions criteria do not discriminate against pupils with special educational needs or disabilities.

### **MONITORING AND EVALUATION**

In order to make consistent continuous progress in relation to SEND provision the schools encourage feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on a PCP, which are updated when the intervention is changed. These are updated and monitored by the SENDCO. These interventions are monitored and evaluated termly by the SENDCO.

The SENDCO, Executive Headteacher and Heads of Schools will hold regular meetings to review the work of the schools in this area. The SENDCO and the named governor with responsibility for special needs also hold termly meetings. This helps to identify whether provision is effective.

Lucy Philpott  
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February 2018