



Special Educational Needs, Disability (SEND) and Inclusion Policy

Overall Aim

To develop a whole school strategy to work towards ensuring that every child with special educational needs, disabilities and other factors that may affect their inclusion in the school has these needs addressed in the most effective way and consequently receives the best education possible.

Leadership

The Special Educational Needs and Disability Coordinator (SENDCo) is Mr Ben Preston. As a member of the SLT, the SENDCo is responsible for the development and implementation of this policy and other procedures relating to SEND and Inclusion.

The named governor with responsibility for SEND is Mrs Melody Jones.

Admissions

In accordance with the school's stated admissions criteria, the school will admit all pupils whose special needs can be met within the school. This may include pupils with Statements of Educational Needs/Education Health Care Plans that name Hob Hill as the most appropriate placement. The school's admissions policy, in accordance with LA and Diocesan guidance, prioritises these children.

Definition of Children with SEND

- a) A child has SEND if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A learning difficulty may be defined as:
- a significantly greater difficulty in learning than the majority of children of the same age.
 - a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local authority.
 - a behavioural or emotional difficulty which affects or hinders learning.
 - is under five and falls within the definition at (a) or (b) above or would do so if special educational provision was not made for the child.
- b) A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.
- c) In addition, we recognise the following:

"Although it is thought that most of the special educational provision will be for those with such learning difficulties, children with no learning difficulties, but who are extremely able and capable of working and achieving at a much higher level than children of their own age, must also be provided for."



The following may be used to aid identification of a child with SEND:

- Baseline assessment
- Parent concerns
- On-going assessment by the class teacher
- Summative assessment outcomes, including standardised and statutory test
- Assessment by INCO
- Assessment by outside agencies

Once SEND has been identified, the school follows the guidance set out in the Code of Practice, 2014, for addressing the child's needs.

Dyslexia

At Hob Hill we are aware of the many barriers to learning that can affect pupils with dyslexia and dyslexic tendencies. As such, we are committed to providing a learning environment which is 'dyslexia friendly' and seeks to support these pupils in overcoming these barriers through a range of teaching strategies and resources. We completed assessment for Full Dyslexia Friendly Status (November 2012) and aim to maintain the consistent approaches this quality mark reflects, providing all staff with relevant training and implementing support which can aid both dyslexic pupils and those with a wide range of learning needs.

The 'Local Offer'

As required by the Code of Practice 2014, the school has published a document outlining procedures for SEND provision. This is entitled 'Supporting Pupils with SEND at Hob Hill' and can be found on the school website:

www.hobhill.staffs.sch.uk/curriculum/send

Details of support The Staffordshire Local offer can be found on the Staffordshire Connects website:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Concerns and Complaints

If parent are unhappy with the provision offered for their child in relation to SEND or other inclusion issues, concerns or complaints should be directed initially to:

- The child's class teacher
- The SENDCo and/or the Headteacher.

These will then be considered, discussed and acted upon in a suitable way.

If the parents are still not satisfied, a meeting will be convened with the parents, Headteacher, SENDCo, SEND Link Governor and SENiS advisory teacher to try to seek a satisfactory



conclusion. The parents have the right to appeal to the *Governors* at a second committee meeting. Support for parents is also available through the Parent Partnership Service, details of which will be provided by the school.

Other Policies

This policy should be read in conjunction with the following policies:

- Admissions
- Behaviour
- Equality
- Medical Procedures and Medication
- Safeguarding

This policy was adopted by the *Governors* on: June 2011

This policy was reviewed by: Ben Preston, 25.02.2019

This policy will be reviewed in: September 2019