

HILLSIDE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

The school's Special Educational Needs Provision

Aims:

- (i) to allow every child access to a broad and balanced curriculum, including the National Curriculum
- (ii) to ensure the early identification of a child with Special Educational Needs (SEN) and the nature of the child's need, so as to enable planned intervention
- (iii) to ensure regular monitoring and review of the planned intervention
- (iv) to enable children to reach their full potential.

The Governing Body is responsible for ensuring that special educational provision is made for their pupils registered as having Special Educational Needs. They will address their responsibilities through:

- appropriate resourcing
- monitoring the school's practice for special educational needs against the objectives agreed above
- evaluating and reporting annually and setting new targets

Mrs J Rushton is Hillside's Special Educational Needs Co-ordinator (SENCO). The SENCO is responsible for:

- the day-to-day operation of the school's special educational needs policy
- liaising with and advising fellow teachers
- co-ordinating provision for children with special educational needs
- overseeing pupils' Passports to Learning.
- arranging whole staff multi-agency training
- managing Teacher Support Assistants (TSA), Learning Support Practitioners (LSP) and Special Needs Welfare Practitioners (SNWP)
- overseeing the records of all pupils with special educational needs
- liaising with parents of pupils with special educational needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- implementing transition strategies within the school and with high schools.

The SENCO also liaises with the Governing Body through the responsible person for SEN. Discussions with parents, class teachers, the head teacher and the various support services may take place during school time or after school hours.

The school has an open admissions policy in consultation with the LA. The school building is all at ground level and ramps are provided in and around the school where required to facilitate access for any disabled pupils.

Identification, assessment and provision for pupils with SEN

Children with SEN are defined as follows:

- pupils with learning difficulties making slow progress
- pupils with specific learning difficulties who are making slow progress in basic skills but who may have made significant progress in other aspects of their development
- pupils with sensory impairment (visual/hearing) or physical disabilities which might affect their educational progress
- pupils with emotional and mental health difficulties which affect their educational progress.

The progress of the children can be measured by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their progress against the objectives specified in the National Curriculum
- their performance against the age-related expectations / level descriptions within the National Curriculum at the end of a key stage
- standardised screening or assessment tools

If a class teacher is concerned that a child is not making adequate progress and may have special educational needs, then the teacher will complete a Record of Concern for the child and discuss this with the SENCO. If the SENCO agrees that there is sufficient cause for concern then she will consult with parents and may undertake further assessments. The graduated response described in the Code of Practice for SEN will then be followed, beginning with Early Years/School Action and moving on if necessary to Early Years/School Action Plus and EHC Plan.

All teachers will meet with the SENCO once termly to review progress against Passport to Learning targets and inform the school's Provision Map

The child will have Passport to Learning, which will record:

- the short-term targets set by or for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes which will be recorded when the Passport for Learning is reviewed.

The money allocated to SEN from the delegated and devolved budget is used to provide:

- time for the SENCO to carry out her duties, and to support children with SEN as necessary
- TSA support for children at Early Years/School Action or Early Years/School Action Plus

alongside high quality first teaching

- Tutor/LSP/SNWP support for children with a Statement of SEN or EHC Plan
- material resources for pupils with special educational needs
- relevant staff training needs.

Access to the curriculum

All the children are taught in mixed-ability classes, and their work within the class is differentiated according to their needs. A variety of strategies and approaches are used and differentiation may be by task, by outcome, or by the different levels of support offered to the children. Children with SEN are included in whole class activities, taught in small groups in class and/or in a withdrawal situation, and also sometimes given individual support when they may be withdrawn from the classroom. If a child is withdrawn by the SENCO, by a teacher support assistant, or by an SEND Services support teacher there is liaison with the class teacher to ensure that the teacher understands how the child is being supported, and that the child does not miss other important whole-class activities.

All children with SEN are included in recreational visits and social activities.

Evaluating success

The success of the policy is determined by the following factors:

- that children with special educational needs are identified early
- that appropriate provision is made for them, following the graduated response described in the Code of Practice for SEN
- that they have access to a broad and balanced curriculum, including the National Curriculum
- that they are able to realise their potential
- that they develop self-confidence and self-esteem.

Partnership with parents

The support of the parents in our work with SEN children is very important. Parents are consulted if there are concerns about their child, involved in review meetings for children at Early Years/School Action and Early Years/School Action Plus and for those with a Statement of SEN or EHC Plan, and made aware of what exactly the school will do to try to meet their child's need. If parents are concerned about their child's progress in school they should first discuss their concerns with the class teacher, then a further meeting may be arranged with the SENCO. Following this meeting, the head teacher and the governing body may be involved as necessary. If parents have a major concern then they should contact the head teacher immediately.

Parents also have a responsibility to support the agreed actions, to help their child at home where possible and to attend review meetings.

Inset and Partnership with Other Bodies

Training is provided for the whole staff and governors in relation to SEN as part of the

school’s INSET training programme. This training may be provided by LA/SEND Service advisory staff, alternative multi-agency providers or by the SENCO. The SEND Team also attend courses to update their skills and attend the SEN Network meetings, which take place once per term.

If a child with special educational needs changes school the SENCO makes appropriate contact with the receiving school to ensure the transfer of information about the child.

Support Services

The school has entitlement visits from three services held centrally by the LA. This entitlement is currently free at the point of delivery. The services in question are the Educational Psychology Service (EPS), the Special Educational Needs and Disability Services (SENDS) and the Educational Welfare Service (EWS).

Staff from SENDS support children at Early Years/School Action Plus and may also give support to children at Early Years/School Action; the children may be supported individually or in small groups, usually on a withdrawal basis.

The Educational Psychologist (EP) also supports children at Early Years/School Action Plus and will support and advise class teachers. The EP works with children individually on a withdrawal basis and may also observe them in the classroom; he also has meetings with their parents.

The SEND Services liaise with SENDS SEN staff, support staff, the EP and class teachers to ensure the best progress for the child. She will also liaise with health services, social services and educational welfare services as appropriate.

Staff from the Outreach Team at Abbey Hill provide SEN training as required. The named co-ordinator for children with an autism condition is:

- Mrs J Rushton

Presented to the Governing Body	Approved: Chair of Governors
Signed:	Date:
Date of next review:	