



HUNGERHILL SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITY (S.E.N.D) POLICY

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POLICY ON SPECIAL EDUCATIONAL NEEDS (S.E.N.D)

- 1(a)** This policy should be read, in conjunction with the documents describing the school's vision and aims, and the SEND information report.

At Hungerhill it is our aim to provide all pupils with the opportunity to fulfil their potential. Implicit in this philosophy is the notion that all teachers are teachers of pupils with special educational needs. The philosophy demands that individual differences are recognised within all classes and catered for appropriately. The match between teaching styles, curriculum materials, expected learning outcomes and pupil ability is crucial. This is the context in which the policy on special educational needs must be seen.

1(b) Objectives of the policy

The objectives of this policy are to :

- i) ensure the identification of pupils with special educational needs within the framework of the New Code of Practice,
- ii) ensure the staff of the school are fully aware of pupils with special educational needs and what those needs are and are given training and support to help them to meet these needs,
- iii) ensure appropriate provision is in place for pupils with special educational needs.

1(c) The Special Educational Needs Co-ordinator

- i) The school's Special Educational Needs Co-ordinator (SENCOs) responsible for the day to day operation of the policy is :-

Mrs J Fletcher/Mrs R Daintree

1(d) The S.E.N.D department

- i) The S.E.N.D department is comprised of the Special Educational Needs Co-ordinators, named above, three Special Educational Needs Support Officers (SENSOs) and a team of Teaching Assistants.

N.B. For more information about the roles of those mentioned above please see the relevant job descriptions.

1(e) Admission arrangements

The school is an inclusive school. Pupils with special educational needs are admitted to the school in accordance with the normal arrangements which apply to all pupils. Please see the admissions policy for further information.

1(f) Facilities

The school has a small suite of rooms and offices used primarily by the S.E.N.D department. The Zone is for use by pupils identified as S.E.N.D there is a Social Zone for playing games and socialising and the Quiet Zone for work and homework. There are also ramps to improve wheelchair access to the ground floor of the buildings, toilets for the disabled and a lift for first floor access to the library.

2. RESOURCES FOR SPECIAL EDUCATIONAL NEEDS

- 2(a)** Resources for pupils with special educational needs will be allocated by departments according to their spending priorities identified in their development plan. Each department's capitation should be spent on appropriate resources for pupils with special educational needs.

It is recognised that most resources will be for all pupils and therefore accessible to pupils with special educational needs. This may include, for example, textbooks which are differentiated to a suitable degree. Some resources, on the other hand, may be allocated specifically for pupils with special educational needs. This could be special items of equipment or textbooks.

The library will also be resourced accordingly.

2(b) Criteria for the identification and assessment of pupils with special educational needs

The school will adhere to the requirements of the New Code of Practice.

i) Initial identification

The school has procedures for liaising with its partner primary schools. This forms the basis of the initial identification of pupils with S.E.N.D. Pupils will fall into the following categories on entry to Hungerhill from partner primary schools:-

- a) they have a statement of special educational needs/educational healthcare plan or formal assessment procedure is in progress;

- b) they have special educational needs which are monitored and reviewed according to the requirements of the New Code of Practice

A graduated response to the identification of SEND

The importance of early intervention, assessment and provision for any child who may have special educational needs cannot be over-emphasised.

Some learning difficulties may be transient and with appropriate interventions a child may be able to learn and progress normally. If a child's difficulties are less responsive to the intervention then additional provision may be identified as crucial to support the child's progress.

The school adopts the principle that all children can learn and make progress and that all teachers are teachers of SEND. However, there are occasions when children will be identified as needing some additional support. Their specific needs may relate to a particular type of impairment which will fall into at least one of four areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical options

The key test for the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children progress at the same rate and teachers will have to make a judgement, in each case, as to what is reasonable.

Adequate progress can be defined in a number of ways:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour
- Is likely to lead to appropriate accreditation
- Is likely to lead to participation in further education, training and/or employment.

2(c) Informing staff

Information about a pupil's special educational needs is passed on to staff in school in the following ways :-

- i) summaries of the S.E.N.D information are made available to subject teachers via a central record
- ii) Data is maintained on a secure data base.
- iii) Face to face liaison between the S.E.N.D staff and appropriate teachers;
- iv) emails are provided for staff of the pupils as appropriate;
- v) the attendance of appropriate teachers at formal and informal review meetings;
- vi) S.E.N.D issues being on the agendas of departmental meetings.

2(d) Assessment and recording procedures

The needs of most pupils will be met by appropriate differentiation of the normal curriculum, and will be monitored by subject teachers.

Those pupils who require additional support, for whatever reason, will be noted according to the New Code of Practice at:

S.E.N.D Support; Statement/Educational Health Care Plan. Pupils who have **additional needs** are monitored on a regular basis.

- A register of these pupils will be maintained in the form of a data base.
- S.E.N.D Support involves a small group of pupils whose progress is being monitored and reviewed on a regular basis. Appropriate targets are being set in order to ensure sustained progress is being made. These pupils and their parents will have direct contact with either the SENCOs or SENSOs for intensive work.
- Pupils for whom additional provision is being made eg. English Catch Up groups, will be recorded as having **additional needs**

All pupils have individual targets set in each subject via the ROA and assessment for learning procedures, and in general via the Personal Support Programme.

Some pupils who have been identified as requiring additional support will be given a further target linked to their special educational needs. Pupils who are still failing to make appropriate progress, despite the additional provision put in place in line with the New Code of Practice, will be monitored more closely by the appropriate SENSOs and procedures put in place to utilise the Personal Support Programme to help them work towards negotiated targets.

The needs of pupils with statements of special educational needs will be reviewed according to the statutory requirements.

2(e) Access to the curriculum

Pupils with special educational needs are fully integrated within the school. Each subject department will determine how the needs of the pupils are best catered for. Some subjects are taught in mixed ability groups whilst others are set by ability.

The match between a pupil's ability and an appropriate curriculum is crucial. Subject departments are encouraged, in consultation with the SENCos, to exercise and develop their provision for pupils with special educational needs in order to ensure full access to the National Curriculum at the necessary level.

The S.E.N.D team will provide support to colleagues. The nature of this support is negotiable with the subject teacher, and may be determined by the needs of the individual pupil and/or the teaching group. The support may involve the withdrawal of the pupil or a small group from the lesson on a temporary basis; it may involve the support teacher or Teaching Assistant using the time to prepare differentiated teaching resources; or it may involve team teaching or it may involve giving advice.

2(f) Assessing the policy

The successful operation of the S.E.N.D policy should ensure a whole school awareness and response to S.E.N.D issues. The success of the policy should be observable in the following ways:

- (i) evidence from classroom practice e.g. employment of appropriate teaching styles, differentiation of tasks, use of appropriate resources
- (ii) the fulfilment of statutory duties e.g. management of statements/EHC plans and S.E.N.D Support plans

The answers to the following questions would also act as a measure of the success of the policy:

- iii) are pupils with special educational needs identified within the framework of the New Code of Practice?
- iv) are the staff aware of pupils with special educational needs?
- v) does the school secure appropriate provision for pupils with special educational needs?

2(g) The involvement of parents and complaints procedures

Parents should be involved at all stages whenever concerns about a pupil's progress are expressed.

Complaints, if they do occur, should be dealt with initially at the point of contact and the matter referred as soon possible to the S.E.N.D Co-ordinators who will take up the issue and liaise with all those involved.

2(h) Links with outside agencies

The S.E.N.D Co-ordinators and SENSOs will maintain links with the Local Authority Support Services, the Schools' Psychological Service and specialist agencies e.g. Health Service. The pastoral team would be the normal point of contact with Educational Welfare and Social Care. Liaison within school will ensure appropriate personnel are informed of matters which affect them.