



Hayeswood First School

Special Educational Needs and Disability Policy

Hayeswood First School provides a broad and balanced curriculum for all children. The National Inclusion Curriculum statement states that teachers should set high expectations for every pupil, whatever their prior attainment. When planning, our teachers address potential areas of difficulty and how they can remove barriers to pupils' achievement. Teachers use appropriate assessment to set targets which are ambitious and challenging. Such planning and target setting will mean that all pupils including those with SEN and disabilities will be able to access the full National Curriculum.

Haywood is committed to working alongside the new Codes of Practice to ensure a clear approach to identifying and responding to SEND. Identifying the needs of the pupil at the earliest stage can then provide effective provision, therefore, improving long-term outcomes for the child or young person.

A pupil has SEND where the learning difficulty or disability calls for special educational provision, namely provision different or additional to that normally available to pupils of the same age. The teachers take account of these requirements and make provisions, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child/ young person.

The Equalities Act 2010 identifies that some pupils with disabilities may have learning difficulties that call for special educational provisions. However, not all children classed as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equalities Act.

The Children and Families Act 2014 states that schools and academies are to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children also have SEND, their provision and support will be planned and delivered in a coordinated way with the healthcare plan. (See Supporting Pupils at school with medical conditions guidance from The Department of Education)

The aims of this policy are:

- To create a learning environment that meets the special educational needs and disabilities of each child.
- To ensure early identification of children's needs and early intervention to support them.
- To enable each child to fully participate in school life and the curriculum
- To make clear the expectations of all partners involved in the process.
- To ensure greater collaborations between education, health and social care services to provide support.
- To identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities.
- To embed high-quality provisions to meet the needs of the children with SEND.
- To focus on inclusive practice and removing barriers to learning (all children accessing the curriculum)
- To involve young people, parents/carers and all appropriate outside agencies to support young people in decision-making.
- To provide high-quality training for staff that enables them to support young people with special educational needs.
- To work within the S.E.N.D Code of Practice, 2014

Legislation and guidance:

This policy and the school's Information report is based on the statutory SEND code of practise

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Definition

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning disability or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school.

Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Children and young people should not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught in school. Children and young people should not be regarded as having a learning difficulty simply because they have not made the expected progress in learning.

Educational Inclusion:

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all of our children. We aim to achieve this through the removal of barriers to learning. We want all of our children to feel that they are a valued part of our school community. We respect the fact that children:

- Have different areas of needs within: Communication and interaction Cognition and learning Social, emotional and mental health difficulties Sensory and/or physical needs
- Require different strategies for learning and a range of different teaching approaches and experiences
- Acquire, assimilate and communicate information at different rates

Teachers respond to children's needs by:

- Providing support for children with communication, language and literacy
- Planning to develop children's understanding through their senses and varied experiences
- High-quality teaching and learning encouraging children's full participation in all areas of the curriculum
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Special Educational Needs and Disabilities:

Many of the children that join us at Hayeswood First School have already been in an early educational setting.

The EYFS Framework sets the standards that all Ofsted registered early years providers and schools offering early years provision must meet to ensure that children learn and develop well and are kept healthy and safe. This includes ongoing assessment of children's progress. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school so that we can build on prior learning. We use this as a starting point for the development of an appropriate curriculum for all our children.

If our assessments show that a child may need SEND support, then Parents/Carers will be notified by the class teacher and an informal meeting arranged between them. If necessary a further consultation will be arranged which may include the SENCO and/or an external agency. In meetings/consultations, all parties should agree on the outcome they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. It is important that these plans take into account the views of the child.

There are many different types of support that can be offered to the children here at Hayeswood First School after their initial assessments have taken place. This support is tailored to support the needs of the child. Children identified to need support will be placed on either a Support Plan (Targeted) or a Personalised Provision Plan (Specific).

Both of these plans look at areas of need, the barrier that the child/ young person has, the intervention required to overcome this barrier and a SMART target/outcome is set for the child/young person to work towards by the end of that term. These targets/outcomes are shared with the Parent/Carer to ensure effective partnerships between home and school.

- Quality First Teaching: This is the support that is offered to all children in the class and what teachers will do on a daily basis to differentiate for all abilities and needs i.e differentiated curriculum and ability groups.
- Targetted: This level of support is where the class teacher will offer interventions that are different or additional to those provided as part of the school's usual working practices. The teacher, child and parent/carer will liaise to discuss this and will be kept informed of the progress achieved. This will be reviewed each term.
- Specific: This level of support is where the SENCo, if not already involved will become involved if the teacher and Parents/Carers feel that the child would benefit from further support. The SENCo will then take the lead to further assess the child's needs. If it is identified that the child will need support from outside services, we will consult with Parents/Carers prior to any support being actioned. In most cases, children will be seen in school by external agencies and support services. The school will work closely with the outside agency and Parent/Carers to agree to outcomes to be achieved through the support, including a date by which progress will be reviewed.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs of the child, the child has not made expected progress, the school and the parents/carers can consider requesting an Educational Health Care Plan. To inform the decision the local authority will expect to see evidence of the action taken by the school as part of The Graduated Response.

The roles of our SENCo:

- Manage the day-to-day operation of this policy
- To work in conjunction with the new Special Educational Needs and Disability Code of Practice
- Coordinate the support and provision for children's special educational needs
- Support and advise colleagues
- Record keeping of all of the children with special educational needs
- Creating links with Parents/ Carers
- Creating links with external agencies and other support agencies

- Monitoring and evaluating the support and provision provided for the special educational needs of the children
- Report findings and evaluations to the Academy Committee
- Manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- Contribute to the professional development of all staff

The Role of the Academy Committee:

The Academy Committee has due regard to the SEND Code of Practice when carrying out duties toward all pupils with special educational needs. The Academy Committee does its best to secure the necessary provision for any pupil identified as having special educational needs. The Academy Committee ensures that all teachers are aware of the importance of providing for these children. The Academy Committee ensures that Parents/Carers are included in the decisions made in conjunction with the school where SEND provision is to be made for their child.

The Academy Committee has identified a member to have specific oversight of the school's provision for pupils with special education needs. The 'responsible' person in this school is Mrs Beulahla Johnson. She ensures that all those who teach a pupil with a statement/ EHCP are aware of the nature of their needs and support. The SEND Committee member ensures that all the Academy Committee are aware of the school's provisions, including the deployment of funding, equipment and personnel.

Allocation of Resources:

Schools have an amount identified within their overall budget, and it is within this that the school provides high-quality appropriate support. The SENCo, Head of School and Academy Committee will establish a clear picture of resources that are available in the school. The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school. The Headteacher informs the Academy Committee of how the funding allocated will be deployed to support special educational needs. The Headteacher/ SENCo will decide on how to use funds directly related to SEND including statements/ EHCPs and is involved in the planning of the school development plan.

Parent Partnership:

The school works closely with Parent/ Carers to support those children with special educational needs. We encourage an active partnership through ongoing dialogue with parents. This is an opportunity for Parents/Carers to come and discuss their child and for the SENCo to inform them of any outside support, or agencies that may be able to help them and to provide clear information relating to the education of their child.

The Headteacher / SENCo will hold regular meetings to review the work of the school in the area of special educational needs and discuss with the named Academy Committee member with responsibility for this area.

The Academy Committee will review this policy annually and consider any amendments in light of the annual review findings or changes to codes of practice.

In conclusion, Hayeswood First School works alongside the new SEND code of Practice 2014 to provide all children and young people with special educational needs and disabilities to secure good outcomes in their education, health and social care which will make the biggest difference to their lives (DFES SEND code of practice).

This policy will be accessible to all staff, Academy Committee members and Parent/ Carers. It will be reviewed regularly.

The school is committed to safeguarding and providing for the welfare of all pupils and expects its staff to share in this commitment.

Should a Parent/Carer wish to raise a complaint with the support and provision provided by the school for a child with special educational needs, and then they may do so by emailing Office@hayeswoodfirstschool.org marked for the attention of the school's SENCO. Any complaint received will be dealt with in line with the Trust's working complaints Policy.

Reviewed: Jan 2022

Next Review Date: Jan 2024