



HEBDEN GREEN COMMUNITY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Written by	Reviewed by	Ratified by	Ratified on	To be reviewed	Status
Stacey Sawicki	Stacey Sawicki	Full Governing Body	November 2023	November 2024	Statutory

We believe that... 'Children have special educational needs if they have a difficulty, which calls for special educational provision to be made for them.'

Children have a difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- 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.

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.
- for children under two, educational provision of any kind.' (Education Act 1996)

When organising additional support it is very important that we provide children with Special Educational Needs with a broad and balanced curriculum with regular access to all subjects that will enhance understanding and experience, and areas of learning. We believe that children with Special Educational Needs should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that teachers, teaching assistants (TAs) and other support staff are prepared for the complex needs posed by children with Special Educational Needs by providing structured training on a variety of Special Educational Needs issues. We believe teachers are responsible for children's learning and should provide 'Quality First Teaching' and that teaching assistants will be used effectively to provide the necessary support for children with Special Educational Needs within the classroom.

We work closely with the Pupil Council and hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. The Special Educational Needs Code of Practice (2015) also identifies the need for children to be

involved in their own education and provision which we ensure happens through work with the School Council and through individual meetings and discussions such as those identified in the Annual Review.

Statement of Intent

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We provide a setting for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical and medical conditions

The school has full provision for pupils who are disabled.

Aims and Objectives

We aim:

- To identify pupils with special educational needs as early as possible and that their needs are met;
- To have in place systems whereby teachers are aware of such pupils;
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual;
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies;
- To work collaboratively with education, health and care colleagues to create an integrated approach;
- To ensure all pupils make effective progress which is measured through specifically designed tools that support identification and celebration of achievement;
- To support progress towards life outcomes and adulthood by differentiated awards, qualifications and extended education opportunities;
- To ensure all pupils take a full and active part in school life including access to extended education through the Residential department;
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Special Educational Needs Coordinator;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;

- to have regard to the Code of Practice when undertaking its responsibilities;
- to report annually to parents on the effectiveness of the school's special educational needs policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of special educational needs provision is effective;
- work closely with the SENCO, the governing body and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs;
- inform parents when special educational needs provision has been made for their child;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Special Needs Co-ordinator (SENCO)

The SENCO and other designated members of the Senior Leadership Team will:

- work with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school and for whom additional learning interventions have been deemed necessary;
- with the Head teacher, lead the development of special educational needs training throughout the school;
- provide guidance and support to all staff as part of the leadership team;
- organise and manage a team of TAs/ HLTAs who provide learning interventions as part of the leadership team;
- work with other leaders to track progress towards and provide quality assurance over IEPs including providing support and modeling the writing of IEP targets;
- work with other leaders to track the progress of children with special educational needs;
- organise training for school personnel with the Deputy Headteacher;
- keep up to date with new developments and resources;
- liaise with parents;
- meet with outside agencies;
- work with feeder or transition schools when necessary alongside other leaders;
- review and monitor annually report to the Governing Body on the success and development of special educational needs alongside other leaders.

Role of Class Teachers

Class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them;
- deliver Quality First Teaching in line with National, Local and school expectations;
- deliver the individual programme for each special educational needs pupil as set out in their IEP;
- develop IEPs for special educational needs pupils by working closely with the SENCO and support staff;
- comply with all aspects of this policy;
- undertake appropriate training.

Role and Rights of Parents

We must ensure that parents:

- Work closely with the school in order to develop a partnership that will support special educational needs pupils.
- are given the opportunity to express their views
- take part in the review of IEPs in conjunction with an overarching review of a pupil's Education, Health and Care Plan;
- attend annual reviews

Role and Rights of Pupils

We ensure that pupils with special educational needs understand their rights and take part in:

- assessing their needs;
- devising their IEP;
- setting learning targets;
- the annual review by providing their views as part of the meeting or in a recorded format to inform the writing and updating of their Education, Health and Care Plan

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Admissions

We will:

- publish a Local Offer that reflects the services provided within the setting;
- treat all applications equally and we will not discriminate against pupils with special educational needs;
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support.

Curriculum

The school aims to provide for pupils: -

- a broad and balanced curriculum
- a curriculum which is differentiated and specifically designed to meet their needs
- a range of teaching strategies to meet and address, their needs
- Individual Education Plans, which set a small number of targets, closely matched to the pupil's needs identified in the Education, Health and Care Plan
- A curriculum that is driven by their potential life outcomes, including employment and maximising independence.

Celebration of Achievements

We will regularly celebrate the achievements of all children not just in literacy and numeracy but in all curriculum areas and in all aspects of school life.

Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or learning support assistants;
- withdrawal support either individually or in small groups with specialist staff
- integrated work with multiagency professionals

Identification, Assessment and Level of Intervention

Early Identification: We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate special educational needs provision has been made for their child.

Assessment: It is essential that all teachers in the school have the necessary observational skills to identify pupils with special educational needs at an early stage. Teacher observations,

records from feeder schools and information from parents provide an overall picture of a child's problems and subsequent needs.

The school has also established a procedure for on-going diagnostic assessments and standardised tests.

Intervention: As advocated in the Code of Practice (CoP) once pupils have been identified as having SEN the school will intervene through:

- High Quality Teaching which will be targeted at the specific area of need. Assessment in all aspects of development will enable rapid intervention
- Referral to Multidisciplinary team where necessary to look at specific need
- High Quality SEN Support that is based on the cycle of assess, plan, do and review
- Integrated work with parents, staff (including all support and extended education) members and outside professionals to create a cohesive approach

Partnerships

We believe that a close partnership with **parents** will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support and an integrated provision for pupils within the setting

We feel that the provision for special educational needs in this school will benefit from the close links we have with **other schools and further education settings** by the sharing of good practice and in making the transition between phases and placements as smooth as possible for the pupils.

Complaints Procedure

Parents who have a grievance or complaint are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEND Code of Practice)

In-Service Training

Identified in-service training will be undertaken in line with the School Development Plan and individually identified professional development needs.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School website;
- meetings with parents which focus on the development of their child;
- school events;
- meetings with school personnel;
- communications with home such as weekly newsletters and of end of half term newsletters;
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance.

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Monitoring

Monitoring pupil progress is vital and is undertaken in line with the school's Curriculum Policies/Statements of Intent. Each Pathway has its own way of assessing pupil progress which is detailed in each Pathway Overview.

Evaluation and Review

The effectiveness of the **provision** provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report.

A review of the **Special Educational Needs policy** document is undertaken every year. The Special Educational Needs policy is a working document and is kept under constant review.