



## Hythe Primary School Special Educational Needs Policy

Hythe Primary is a mainstream school. Naomi Green is the Special Educational Needs Co-ordinator (SENCo) at the school. She can be contacted through the school office. The SENCo works alongside the school leadership team to lead and manage SEND provision in the school. We currently have a team of Learning Support Assistants (LSAs) who support children with a range of Special Educational Needs, including physical disabilities. 3 of our staff are trained as Emotional Literacy Support Assistants (ELSAs).

Hythe Primary School is accessible to all pupils, including those with additional mobility needs (EG. Wheelchair and/or walking frame users). There is a disabled toilet available and a hoist system to aid lifting and moving.

Pupils with Special Educational Needs are not discriminated against in our admissions policy. We admit pupils with already identified SEN, as well as providing for pupils with no previous identified SEN.

### Our Beliefs and Values about Special Educational Needs

We believe that every teacher is a teacher of every child, including those with Special Educational Needs (SEN). We value all children equally, whatever the differences in their abilities or behaviours and believe that every child matters. We aim to meet individual needs and provide opportunities for all children to make good progress. Children should enjoy reaching their goals and have these achievements celebrated.

Our SEN policy has been reviewed in line with:

- SEN Code of Practice: 0 to 25 years (June 2014)
- The National Curriculum Inclusion Statement
- Hampshire Local Authority (LA) Special Educational Needs Policy and Inclusion Statement local offer
- The Disability Discrimination Act

### Objectives

*The Special Educational Needs and Disability Code of Practice: 0 to 25 (July 2014) states:*

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’ (para. 6.15)

We also pay due regard to the definition of disability as stated in the *SEN and DDA Act*. This defined as ‘a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.’

With this at the forefront of our policy, our **objectives** are:

- To clarify and facilitate the identification , assessment and provision for pupils with SEND by implementing the Code of Practice 2014 and taking into account the Hampshire Audit Criteria (with reference to local and national updates)
- To enable all pupils to access a broad, balanced and relevant curriculum which is differentiated to meet their special educational needs
- To cater, wherever possible, for learning needs to be met within the curriculum and classroom environment; to develop and implement an effective means of inclusion
- To encourage partnership by taking into account the views of the pupils, parents, school staff and other stakeholders; Enabling children and parents to be involved in both setting individual targets and evaluating the success of meeting individual targets
- To enable all children to make good progress by ensuring that approaches used are based on the best possible evidence: providing strategies and resources to develop their skills; recognising the variety of needs and meeting them through flexible, responsive and matched provision; Developing independence in learning and fostering confidence and self-esteem
- To have regular opportunities to review progress and provision, ensuring effective assessment systems and interventions are being used at the earliest opportunities (and, where appropriate, in conjunction with other agencies)

These objectives will be used by the Governing Body to continue to monitor and review the effectiveness of the policy and provisions annually. The Governor responsible for monitoring SEND provision is Mr Steve Geere and he will meet regularly with Mrs Naomi Green throughout the course of each year. The named governor for SEN, acts on behalf of the governing body to develop and monitor the school's SEN policy, keep up to date about the school's SEN provision (including funding and resource), ensure SEN provision is an integral part of the School Improvement Plan and continually monitor the quality of SEN provision across the school.

### **Roles and responsibilities**

**The Governing Body will** evaluate the success of the policy by:

- Ensuring termly meetings between the SEN Governor and SENCo
- Analysing and acting on any Local Authority SEN monitoring reports
- Requesting evaluation and progress reports regarding SEN provision from the SENCo and other key staff
- Evaluating the deployment of SEN resources for best value – annually
- Reporting annually to parents on the impact of the school's policy for pupils with special educational needs
- Have regard to the Code of Practice when carrying out their duties toward all pupils
- Appoint a liaison governor for SEN
- Ensure a consistent approach across the school
- Challenging the effective use of funding across the school

**The SENCo will:**

- Be responsible for the day to day operation of the SEN policy
- Coordinate provision for children with SEN
- Work closely with fellow teachers, liaising with them and providing advice/support/training
- Manage Learning Support Assistants (LSAs)

- Liaise with external agencies, educational services and voluntary bodies supporting the child (including, but not limited to, LA support, Educational Psychologist, Health and Social Services, Specialist Teacher Advisors)
- Maintain and continually update the SEN register, keeping records on all pupils with SEND and monitor progress (both short term and long term) of pupils with SEND in relation to the provisions that have been made
- Liaise with parents to inform and collaborate regarding SEND provisions/targets/changes/next steps
- Ensure all Educational Health Care Plans (EHCPs) are reviewed annually and information is reported to all stakeholders
- Overseeing the specified and agreed resourcing for SEND provision within the school, including for those pupils with EHCPs

**The headteacher will:**

- Have overall responsibility for the day to day management of the provision for pupils with SEND
- Manage the SENCo to ensure the policy is adhered to and any additional training is available as/when needed
- Ensure all stakeholders are informed about a pupil's special educational need
- Liaise with the LEA and other agencies regarding formal assessments of need
- Oversee the provision of SEN across the school
- Ensure consistency of procedures across the school
- Informing the governing body of the criteria and use of funding allocated to support pupils with special educational needs

**Class teachers will:**

- Have a clear understanding of the school's policy for SEND
- Understand and share in the implementation of the school's procedures for identifying, assessing and making provision for pupils with SEND
- Provide a differentiated programme matched and responsive to individual needs within the classroom (particularly at the Monitoring/Early Intervention Stage)
- Take part in reviews for pupils with SEND in their class
- Take responsibility for writing and reviewing IEPs (Individual Education Plans) for pupils on the SEN register within their class
- Actively seek advice from the SENCo when monitoring/assessing/resourcing provision for pupils with SEND to ensure access to a broad and balanced curriculum

**Identification, assessment and provision for pupils with SEND**

The school will make available a wide range of resources to children with SEND to meet individual needs. These could include (but are not limited to): technical aids, written materials, assessment materials, structured programmes, additional adult, external agency support, reading aids.

The class teacher plans an appropriate programme of intervention and support which is monitored by the SENCo and is made available to parents (shared at parent meetings). A summary of any new targets are sent to parents as/when they change. The assessment of pupils reflects, as far as possible, their participation in the whole curriculum of the school. Clear targets will be set and shared, and these will be monitored for success.

We actively encourage pupils with SEND to work alongside pupils who do not have SEND, engaging in learning together. All pupils will participate as fully as possible in all class activities

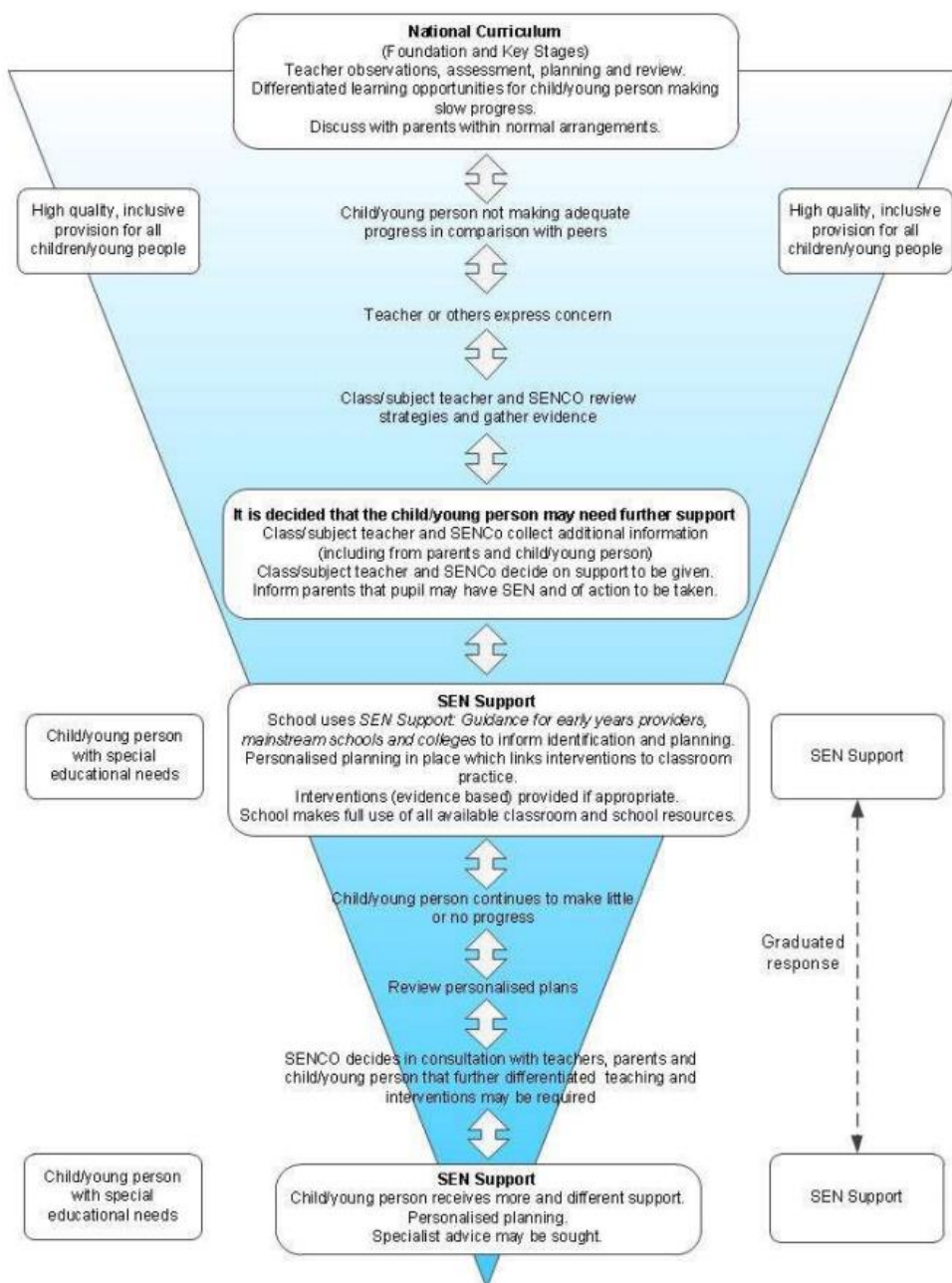
and meet the full range of subjects as set out in the National Curriculum. All pupils with SEND will be encouraged to develop their independence, building on their strengths and using the taught strategies to help them to overcome any barriers to learning.

The class teacher and SENCo will assess and monitor the pupils' progress in line with existing school practices. This will specifically include:

- Measurable progress made against targets set
- Reducing the attainment gap between the pupil and their peers
- Improved personal skills such as independence, participation and self-help strategies
- Improving rates of progress compared to previous rates of progress

The school follows a graduated approach in order to identify and meet the pupils' special education needs. A pupil's pathway on this approach could end at any stage, depending on the effectiveness of the interventions introduced at any stage. During the primary school years, a pupil may leave and re-enter the SEN register on a number of occasions. Parents will be informed if their child is either added to or removed from the SEN register throughout the course of the year.

### Special Educational Needs (SEN): graduated approach – model of assessment and identification



## **Staff policy and partnerships beyond the school**

The school will liaise with any additional provisions that a pupil has attended to ensure informed transition into the school (EG nursery providers, child care services, previous schools).

The school will liaise with any future educational provisions that a pupil will be attending to ensure informed transition from one school to the next (EG secondary school placements, behaviour support facilities, change of school). The headteacher will ensure that all relevant documentation for meeting special educational needs is passed on to the next school and a joint transition meeting will be arranged where possible.

At every stage there will be full consultation between the school, parents and the pupil, so that all can work in partnership.

The school will employ an SEN coordinator and Learning Support Assistants to assist teachers to meet the learning needs of all pupils. The school will ensure appropriate training is delivered and consider this when allocating annual budgets.

The Governing Body will make provision for any in-service training needs identified by the Headteacher and members of the teaching and non-teaching staff to improve the educational of pupils with SEND.

The Governing Body will ensure training is available for the SEN Governor through the Local Authority Governor Services.

The SENCo will hold regular meetings with LSAs to feedback from monitoring, share new provisions and plan training schedules. Outcomes of these may form a basis for target setting in performance management meetings.

The SENCo will be the initial school contact for Specialist Teacher Advisors or other professionals. Outcomes of meetings will then be followed up with the headteacher, deputy headteacher, class teacher or LSA as necessary. Class teachers will communicate any changes to interventions or recommendations made to parents at parent meetings or review meetings.

The school will maintain good links with outside agencies involved when a pupil has either an educational or non-educational need that the school requires extra information or support in order for the relevant provisions to be put in place.

## **Reviewing the Policy**

The SEN policy will be reviewed annually.

This policy was agreed by the Governing Body in **July 2019**.

It will be reviewed again in **July 2026**.