



Hinckley Parks Primary School



SEND POLICY

Date Ratified:	May 2020
Review Cycle:	2 yearly
Review Date:	September 2022
	Opportunities Wisdom Legacy

Our school vision is based on our school motto, 'Opportunities, Wisdom, Legacy.' At Hinckley Parks Primary School, we strive to provide an inspiring and exciting wider curriculum together with a stimulating learning environment which will allow children the opportunity to enjoy a wide range of experiences which will develop the whole child and prepare them for the next stage of their lives. We recognise that education is a life long journey and ensure that we support children and teachers at all times to ensure that we provide the highest standard of teaching and learning possible for all children. Through our school values, we help each child develop knowledge and understanding as well as having a positive attitude towards themselves and others to enable them to enjoy a successful life in school and to allow them to make a positive contribution to society in the future. We celebrate success and achievement for every child and pride ourselves on developing a culture where children and adults look back fondly on their time spent at Hinckley Parks Primary School.

Leader:	Fauzia Omar
Governor Link:	Claire Wale
Signed by Headteacher:	
Signed by Chair of Governors:	





Hinckley Parks Primary School

School SEN Information Report For Parents (Local Offer) Regulation 3.

This document complies with the statutory requirement laid out in the SEND Code of Practice 0-25.

This policy has been created by school governors in consultation with staff, pupils and parents of Hinckley Parks Primary School.

This policy can be accessed through the school website or as paper copy, if requested, from the school office.

The school has a dedicated Special Educational Needs Coordinator (SENCo).

All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs.

Teachers are responsible and accountable for the progress and development of pupils in their classes even where pupils access support from teaching assistants or specialist staff (SEND Code of Practice 2014)

Staff are aware of their responsibilities towards all SEN pupils; teaching staff have individual and personalised Performance Management Targets linked to SEN and vulnerable learners. A positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

Context

All children have a right to learn. For some children this will be more difficult than for others.

At Hinckley Parks, we believe that all children have the right to a full, enriching and enjoyable curriculum. We aim to meet each child's requirements, making necessary adaptations and taking in to account their needs and wishes. We will consult with children, parents and outside agencies to help support our good practice. We focus on individual progress as the main indicator of success.

Every child is valued. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically morally, emotionally and spiritually.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. SEN Code of Practice (2014: Para 1.24)

Through our SEND (Special Educational Needs and Disability) policy we aim to:

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have every opportunity to achieve their full potential
We will achieve this by:
 - Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
 - Identifying those with special educational needs
 - Ensuring all class teachers are well trained and equipped to support different additional needs
 - Keeping up to date with research and best practice
 - Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
 - Listening to pupils and parents, working in partnership with them, respecting their views and concerns



- Building capacity within the school to recognise and support a wide range of need on a day to day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs, is value for money and leads to good outcomes.

Definition of Special Educational Needs

Taken from Section 20 of The Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of children of the same age:
or
- Have disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

Identifying Special Educational Need

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At Hinckley Parks, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential.

The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

1. Communication and Interaction



This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

2. Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3. Social, Mental and Emotional Health

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

4. Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation.

Supporting Children with SEND – A Graduated Approach to Support

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching P88 section 6.37.

Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEN. If a pupil needs additional support the school will endeavour to facilitate further support from appropriate Support Staff who will be directed by the teacher and managed by the SENCo. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

Where progress for any child is inadequate, the class teacher is fully accountable for making provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively. Whatever the level of difficulty the key test of how far the learning needs are being met is whether the child is making expected progress.

Expected progress can be defined in a number of ways:

- Prevents the attainment gap from growing wider
- Closes the gap between child and peers
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills



- Demonstrates improvements in the child's attitude and behaviour for learning Teachers will identify the specific support being used in the class to address pupil's weaknesses. Progress will be reviewed at parents' evenings each term and at pupil progress meetings with the Head Teacher/SENCO. In some cases an individual or group plan will be drawn up identifying three or four targets, agreed with parents, and identifying approaches to achieve these. At this stage support is devised and delivered by school staff using formative assessments and early assessment materials and is known as *School Support*.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Where a child continues to have difficulties, despite quality support, advice will be sought from external services. This stage is known as *Specialist Support* and involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support.

Should a child fail to make progress, despite quality teaching and targeted interventions, it may be necessary to apply for additional funding to secure further support. We will use outside agencies to make assessments and inform further action. Where the school recognises that there may be a significant cost to the school to secure support for the child, due to significant and sustained learning issues, a *Support Plan* will be devised in consultation with parents and all those involved in the child's education and welfare. An application may be made for High Needs Funding to the Local Authority, having regard to the criteria for funding provided through SENA service. The school will be responsible for managing any funds received.

In some cases children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care plan, which will be drawn up in consultation with parents, child and services. This will be reviewed annually and will last for the whole key stage. At the end of each key stage, need will be reviewed and considerations of age and the next stage of development taken into account when planning provision. *Refer to Appendix A for a summary of graduated support.*

Supporting Children and Families

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Parent Partnership Services available as part of the LA Local Offer and keep our school website up to date with relevant information.



The views of the child with SEN will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

National Tests

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The class teacher is fully accountable for informing the SENCO and will liaise with the SENCO to make the necessary arrangements in line with statutory guidance.

Transition

At Hinckley Parks, children experience a personalised transition programme when entering at Foundation Stage, and when leaving to progress to key Stage 3. Moreover, before each SEN pupil progresses to the next year group there is time set aside for staff to do thorough handover.

Hinckley Parks have transition days during the summer term, where parents are invited, enabling them to meet the new teacher; work alongside their child and discuss any concerns. Open mornings enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. Parents evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to Key Stage 3 have a planned transition programme. Less confident children may be accompanied to the next school by a member of Support Staff for a planned programme of additional induction. Year 6 teachers and SENCOs liaise and records are passed on.

Children entering school at Foundation Stage, visit the school. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENCO and class teacher in pre-school meetings for children causing concern.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum.

Managing Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have a Support Plan, a Statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At Hinckley Parks we support children, where possible, with medical conditions. Staff will be informed of pupil needs and trained as need arises.

Refer to the school policy.

Admission Arrangements



The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. Schools cannot refuse admission to pupils with special educational needs unless that need would *seriously* compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions.

Facilities and Accessibility Plan for Pupils with SEN

The aim of the Plan is to: -

- Reasonably make adjustments to increase access to the curriculum for pupils with SEN
- Reasonably make adjustments to improve the physical environment for pupils with SEN
- Reasonably make adjustments to the written information so it is accessible to pupils and users of the school

The school complies with relevant accessibility requirements to meet the needs of pupils who may have difficulties in accessing areas of the school or areas of the curriculum. For people with physical difficulties the school are able to make reasonable alternative arrangements and adjustments to meet the needs of the pupils and to prevent any disadvantage occurring.

For pupils who may have difficulties in accessing the curriculum additional support strategies and resources for both staff and pupils can be provided. When considering whether an adjustment is reasonable schools will consult relevant people and on occasion decisions may be made by the schools Governing Body.

Responsibilities

The SENCO has responsibility for;

- The day to day operation of the school's Special Educational Needs and Disability Policy □
Advising class teachers
- Liaising with external agencies including, educational, medical, social and voluntary services
- Deployment of Learning Support Assistants
- Monitoring effectiveness of support programmes and services
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Implementing a programme of annual review
- Overseeing records of all children with SEN
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with SEN governor and keeping abreast of national/local developments through network meetings and relevant training

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEN support. At all stages teachers work to develop independent, confident learners. They are responsible for managing support staff they are allocated, adapting resources in their class and liaising with parents.

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs at Hinckley Parks Primary School. All governors understand their duty of care.

The SEN Governor has responsibility to:

- assist and advise the governing body on fulfilling its special education responsibilities
- ensure children with Special Educational Needs are included in activities with other children , so far as this is reasonably practical and compatible with good education for all



- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring for example –
 1. The existence of accurate and up to date record keeping, including achievements
 2. The number of review meetings held at least termly for SEN pupils
 3. Feedback from pupils, parents and staff
 4. The standards and progress of pupils with SEN
 5. Awareness of the nature of needs and the demands these make

Training and Resources

Training needs are identified by staff themselves or by SENCO to meet the needs of children in school or those known to be coming into school.

All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and practice discussion of the needs of individual pupils.

The SENCO regularly attends briefings and Symphony Primary Partnership meetings to keep up to date with local and national developments and to share best practice.

Monitoring and Evaluation

Pupils' progress is monitored using standardised tests as well as teacher assessment and small steps trackers. Quality of teaching is monitored through lesson observations, learning walks, book scrutiny and pupil interview.

Interventions are evaluated for their effectiveness and value for money.

Parent and pupil surveys, administered annually, feedback on reports and at parent's evenings, and SEN review meetings, inform our work.

Complaints

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher and the SENCo. If the concern continues this should be referred to the Head Teacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages parents are able to seek advice from Parent partnership Service. *Refer to School Complaints Policy.*



Appendix A

SEND Graduated Support Provision

Stage of Support	School Support	Specialist Support	Support Plan	Education, Health and Care Plan
Nature of Support	Quality First Teaching/additional support using school's resources	This may be advisory or direct input with the pupil. It may or may not require some level of funding from the school.	Additional support to access the curriculum due to significant and sustained educational needs. The school may apply for High Needs Funding, enabling the school to more effectively support the child.	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will be available to meet the child's needs.
Criteria for placement	Working below age expectation. Making below expected progress.	Some children will go straight to this stage if they have a specific need requiring specialist advice, e.g. children requiring input from Speech and Language Team or Autism Outreach. Other children will progress to this stage if they are making insufficient progress at the previous stage.	Insufficient progress is being made and standards are significantly below expectation. Child meets the criteria specified by the LA.	Where a child has a significant, severe and sustained need, it may be necessary to enter a multidisciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan.
Moving on	Child will remain at this stage if making progress but still below standard.	Child will remain at this stage whilst there is a need for external support.	Child will remain at this stage whilst significant modifications/support are essential to access the curriculum. Annual review.	Child will remain at this stage whilst need remains subject to annual review.



<p>Criteria for exiting</p>	<p>Child is making expected progress and attaining at the expected , or just below the expected standard for their age</p>	<p>When the child no longer needs specialist support they may be removed from SEND support altogether or move back to 'In school Support' progress is as good as or better than expected</p>	<p>If progress is such that significant modifications and support are no longer required to enable access to the curriculum.</p>	<p>At the end of each key stage, the child will be reviewed and a decision made whether a plan for the next phase of education is required.</p>
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