

# **Hemblington Primary School**



## **Special Educational Needs Policy**

**Signed:** *Paul Tacon* Chair of Governors

**Date Reviewed:** October 2020

**Next Review Date:** October 2021

## Identification, Assessment and Provision

This SEN Policy works alongside and in conjunction with the Norfolk, Trust and School's local offers, and various other school policies, for example Accessibility, Attendance, Postive Behaviour Policy and the Pupil Premium Statement, and is embedded in the approach to teaching and learning of the school.

The school's local offer (SEND Information Report) can be found on the website.

Provision for children with special educational needs is the responsibility of the Governing Body, the Head teacher, the SENCO and all other members of staff.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

High quality first teaching which is differentiated and personalised is available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The school will work in close collaboration with parents in order to achieve successful outcomes for all children.

Hemblington Primary School uses a 'stepped' approach to identifying and planning for special educational needs:

### STEP 1 - Adjustments, Support and Differentiated work

Some pupils experience delay in their learning and are not making expected progress for a variety of reasons. Many will have specific adjustments, support or differentiated work prepared for them by their class teacher in conjunction with support staff, where a range of strategies will be tried in order to remove barriers to learning. Progress at this stage will be tracked through our internal tracking system, as with all pupils.

### STEP 2 - Interventions

If the child does not make progress, the next step will be to review the effectiveness of these strategies in conjunction with the SENCo. The review may lead to the conclusion

that the pupil requires support that is additional to and different from the curriculum available for the majority of children of their age. Specific interventions / booster sessions will be arranged and monitored by the SENCo in collaboration with the class teacher. The outcomes of the interventions will help to establish whether or not there are special educational needs which are contributing to the delay, or whether there are other barriers to learning, in the following areas:

- Communication and Interaction (Speech and Language)
- Cognition and Learning (e.g. English and Maths)
- Social Mental and Emotional Health
- Sensory and Physical

At Hemblington we focus on early identification. It is to be expected that there will be more intensive support in the earlier years, with higher numbers of interventions which should then be reduced later on.

The greatest success is achieved where school and family work together during the period of intervention; by working together a more holistic picture of the child's needs is created to inform the next steps. If the short-term interventions fail to have significant impact on narrowing the gap for children falling behind, we will move to the next step:

### STEP 3 - Identification of Special Educational Needs - A Graduated Response

Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*

"Children have a *learning difficulty if they:*

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability that 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 authority;
- are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them." (Code of Practice September 2014)

Once a potential special educational need is identified, four types of action should be taken to put effective support in place:

1 Assess

2 Plan

3 Do

4 Review

Specialist Services and teachers with additional specialist qualifications may be called upon to provide specific interventions or strategies to be followed by all adults coming into active learning situations with the child.

Where a pupil is receiving SEN Support, school will contact parents at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school. Individual pupil progress at SEN Support Level will be monitored by the class teacher and SENCo. A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor is encouraged to take a full challenging role regarding the progress of these children with both the SENCO and Head-teacher.

#### STEP 4 - Formal Assessment

Should children still not be making appropriate progress at an acceptable level, the formal assessment procedures for an Education Health and Care Plan (EHCP) will be started by the SENCO in conjunction with the parents/carers and other specialist services, following the legal assessment procedures outlined in the Local Offer by Norfolk Local Authority. Details of these arrangements are available from the SENCO at the school.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

#### Monitoring provision for children with SEND

The SENCo has day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEND, including

those with EHCPs. The SENCo / Headteacher works with the governing body, in determining the strategic development of SEN policy and provision in the school.

The identified SEND governor is encouraged to take a full challenging role regarding the progress of children with the SENCo / Headteacher during termly updates. A SEND report is presented to the full Governing Body at each FBG within the Headteacher report.

This policy was agreed by *Governors*.