

SEND Policy for
Hillside Community First School

Adopted date:	Summer 2018
Signature of Headteacher:	Jeremy Harrison
Signature of Governing body:	Ben Mason
Next review date	Summer 2021

This Policy should read alongside our SEND Information Report 2017.

HILLSIDE COMMUNITY FIRST SCHOOL

Special Educational Needs (SEN) and Disability Policy



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INTRODUCTION

All schools must have a Special Educational Needs (SEN) and Disability Policy; also known as a SEN Policy. This is a duty set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015).

A SEN Policy explains how a school will identify and support pupils with special educational needs (SEN) and disabilities.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (*May 2015*) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (Jan 2015).
- Schools SEN Information Report Regulations (2014)
- Reasonable Adjustments for Disabled Pupils (Dec 2016)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015) explains that a pupil has special educational needs (SEN) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; and
- they require special educational provision to be made for them.

There are four main areas of SEND:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

More detail about SEND and disability can be found on [Dorset's Local Offer](#).

ROLES AND RESPONSIBILITIES

The governing body ensures that the school meets the duties set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years. The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Hillside Community First School arrangements for supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The Governor with oversight of the arrangements for SEN and disability at our school is: Angela Wood. She can be contacted at Hillside First School, Hillside Road, Verwood, Dorset BH31 7HE. Tel. 01202 822737 or office@hillsidefirst.dorset.sch.uk

Our Headteacher, Mr Jeremy Harrison, has overall responsibility for Special Educational Needs and Disability at Hillside First School.

Our Special Educational Needs Coordinator (SENCO) is Mrs Clare Corrie. She is responsible for co-ordinating the provision and assessment of SEN children at our school. Mrs Corrie is supported by Mrs Heather Harris, our Inclusion Leader.

They can be contacted at Hillside First School, Hillside Road, Verwood, Dorset BH31 7HE. Tel. 01202 822737 or office@hillsidefirst.dorset.sch.uk

OUR VISION STATEMENT

Nurture. Aspire. Achieve.

As a Rights Respecting School we use our rights and responsibilities to help and support our learning.

AIMS AND OBJECTIVES

At Hillside First School we have high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. At Hillside we recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with SEND often have a unique knowledge of their own needs. We encourage them to participate in all decision-making processes and contribute to the assessment of their needs, the review and transition processes.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To provide high quality teaching and understanding of the specific needs of the child to ensure they reach their full potential
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To provide access to and progression within the curriculum.
- To work in partnership with parents to support children's learning needs.

OBJECTIVES

Hillside Community First School will do its best to ensure that the right provision is made for each pupil with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each pupil.

In implementing this policy, our goals are to:

- identify all pupils who have SEN and disabilities at an early stage
- ensure that pupils with SEN and disabilities have their needs met and that they make progress
- raise the self-esteem of children with SEN and disabilities, acknowledging the progress they have made
- work in line with the Special Educational Needs and Disability Code of Practice: 0 – 25 years (Jan 2015)

- provide support and advice to all staff who work with pupils with SEN and disabilities
- work in close partnership with parents/carers of children who have special educational needs and ensure their views are collected and meaningfully listened to
- operate a whole school approach to meeting SEN and disabilities, in which all members of the school community have an understanding of their role
- ensure that pupils with SEN and disabilities have the opportunity to join in with all the activities of the school alongside their peers
- adopt a 'person centred approach' to supporting pupils with SEN and disabilities, ensuring that pupils and their parents are fully involved in decisions which affect them
- ensure there is effective partnership working with outside agencies when appropriate.

ADMISSION ARRANGEMENTS

Hillside Community First School uses the Local Authority arrangement for school admissions. This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. More information can be found in the Local Offer information held on the local authority's website.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (Jan 2015) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Our teachers are responsible and accountable for the development and progress of the pupils in their class, including where they access support from Teaching Assistants or specialist staff. The SENCO and Inclusion Leader's role is to support class teachers and Teaching Assistants in the identification and provision of pupils with SEND, as well as to

facilitate outside agencies, follow up additional support for the children and liaise with parents. We have systems in place to ensure that special educational needs are identified as early as possible. We start by:

- providing teaching that is of a high quality
- adjusting work for pupils who need this
- regularly assessing our pupils' progress and targeting areas of difficulty (this includes providing additional small group work and is recorded and shared with parents using a Provision Map)

This is known as a 'graduated approach'. If a pupil continues to struggle with the curriculum despite the above support, we will consider whether they have a special educational need. This is a process involving the class teacher, SENCO, parents and the pupil. School staff use a wide range of tools to assess the amount and level of SEN.

Hillside staff identify any special educational needs as early as possible - each teacher continually monitors the children in their class. Parents can also raise a concern. If a concern is raised it can be discussed on an informal or formal basis with the class teacher, SENCO, and/or Inclusion Leader. Parents can contact the school office, either in person, by telephone or by email to arrange a meeting. If it is felt necessary, then a referral will be made to an external agency or support services to gather advice. The permission of parents is always gained prior to seeking support from external agencies.

If a child has been identified as having special educational needs, a School Support Plan (SSP) will be completed in partnership with the pupil and parents, and the school will keep a careful record of this in order to monitor progress. Targets will be outlined on the SSP to address the most immediate needs. In consultation with parents, the child will be placed on the SEND register under the category of SEN Support. The provision given at SEN support will be individual to each child, according to their SEN but it could include:

- assessment from an external agency
- a special learning programme
- extra help from a teacher or a teaching assistant
- working in a small group or help to take part in class activities
- specific interventions focusing on the area of difficulty.

SSPs are reviewed by the class teacher and SENCO and/or Inclusion Leader at least termly to ensure that targets are meeting and supporting the child's needs effectively. The review and new SSP is shared with parents.

Class teachers are responsible for writing School Support Plans with the support of the SENCO or Inclusion Leader. We will involve parents in decisions about the support to be provided for their child through termly meetings with the class teacher and/or the SENCO.

Staff monitor the progress of all children to identify those at risk of underachievement. Sometimes other factors can affect a pupil's progress but are not considered to be a special educational need. These can include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues

These needs will be addressed appropriately using other processes or strategies.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

REQUESTING AN ASSESSMENT FOR AN EDUCATION, HEALTH AND CARE PLAN

Hillside Community First School will support most pupils with SEN at SEN Support. However, some pupils with more severe, complex and long term SEN may need an Education, Health & Care (EHC) Plan, especially if they have not made progress at SEN Support. If we feel this is the case, we will discuss this with parents. Parents can also contact the class teacher/SENCO if they feel their child might need an EHC Plan.

EHC Plans are issued by the Local Authority following an education, health and care (EHC) needs assessment. Hillside Community First School will work with parents and other services to request an EHC needs assessment where it is felt this will be beneficial.

Further details about the assessment process and EHC Plans can be found on [Dorset's Local Offer](#).

SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

At Hillside Community First School we use the "Assess, Plan, Do, Review" approach to support pupils with SEN and disabilities. This is also known as the graduated response. It

helps us to learn more about the pupil and what helps them to make good progress. The four parts of this approach are as follows:

- 1. Assess – we assess the pupil's needs through; lesson observations, assessments, SENSS assessment, school tracking, information from parents and other professionals; listening to the views of the pupil and their parents, and other professionals as we do so
- 2. Plan - the teacher and our SENCO will plan the support needed, involving the pupil and their parents. This could include; a plan for small groups or individual children with measurable, time related outcomes. A review date will be agreed
- 3. Do – our SENCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved. This could include: specific targeted support such as differentiated tasks, small groups, 1:1teaching, precision or focussed teaching, ELSA or behavioural support
- 4. Review – everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.
- If needed, during this process, we may ask for advice from specialist support services, such as Educational Psychology, Speech & Language Therapy, Specialist Teaching & Advice, Behaviour Support and Children's Therapy. Parental permission will always be sought prior to this.

Additionally, pupils with EHC Plans have an Annual Review held at the school, each year. The pupil, their parents and any relevant professionals are invited to this. Annual Reviews at Hillside Community First School are person centred and focus on the pupil's progress. They also:

- consider whether the outcomes in the EHC Plan are still appropriate
- review the special educational provision in place
- review any health or social care provision currently in place
- consider whether the EHC plan is still needed.

A report of the meeting is sent to the Local Authority.

Further detail about Annual Reviews can be found on Dorset's Local Offer.

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with a disability as defined by the Act. We will make reasonable adjustments to the learning and

physical environment in accordance with the guidelines set out in the Reasonable adjustments for Disabled Pupils December 2016 document. This will include discussions with parents and professionals involved to ensure the child can fully participate in school life.

The school site is easily accessible for those with mobility conditions, such as wheelchair users. Hillside Community First School works closely with outside agencies to ensure that all children can move as safely as possible throughout the school and grounds.

COMING OFF THE SEN RECORD

A pupil will be removed from the SEN record if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEN Support and parents will be consulted at each stage.

Following the Annual Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Annual Review meeting. If it is decided to cease an EHC Plan because the pupil no longer requires the special education provision within it, we will continue to monitor the pupil's progress using the school's tracking systems.

SEN INFORMATION AND LOCAL OFFER

This policy, along with our annual SEN Information Report (a summary of how this policy has been implemented over the previous year), forms our 'local offer' of support for pupils with SEN and disabilities at Hillside Community First School. You can find all this information on the SEND and Inclusion page of our school website.

Information about our school can also be found on our record on the Family Information Directory, part of Dorset County Council's website. Further information about the support available to all children and young people in Dorset with SEN and disabilities, and their families can be found on Dorset's Local Offer (see links on our SEND and Inclusion page of the school website).

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Our SEN Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported pupils with SEN and disabilities. This policy will therefore be kept under regular review but it will be fully updated every three years.

Pupils with SEN and disabilities and their parents will be involved in this process through discussion with the SENCO.

We will evaluate the success of our policy through:

- our Self Evaluation Form (SEF)
- feedback from our pupils, parents and professionals working with the school
- analysis of lesson planning to take account of differentiation
- progress data, including use the school's tracking system and comparative national data to monitor the level and rate of progress for pupils with SEN and disabilities
- success towards outcomes included on SEN Support and EHC Plans
- external evaluations or inspections.

The SENCO and Inclusion Leader meet termly to review the SEN Register. Class Teachers and the SENCO or Inclusion Leader meet termly to review the provision and progress of pupils on the SEN Register. Governors receive regular updates about the attainment and progress of children including those in vulnerable groups. There is also a regular report to the FGB on the effectiveness of the school's policies.

TRANSITION ARRANGEMENTS

Hillside Community First School is committed to ensuring that parents have confidence in the arrangements for pupils entering the school, progressing through year groups and when transferring to their next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education. Hillside School have a robust transitional arrangements with pre school and feeder schools. This can include Transition Passports, meetings with relevant SENCOs and discussions with parents, individual teachers and children.

Detailed information regarding transition processes can be found in our SEND Information Report (see SEND and Inclusion page on our school website).

TRAINING AND RESOURCES

Hillside Community First School aims to keep all staff up to date with relevant training, in relation to the needs of pupils with SEN and disabilities. Funding is set aside to support continued professional development.

Training needs are identified through analysis of need with the SENCO and senior leadership team ensuring that training opportunities match school priorities. The SENCO will also provide information on specific special educational needs for new staff.

Additional training may also be arranged to support pupils with specific medical needs and will be arranged with relevant medical professionals.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to the GDPR law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Hillside School will work within the statutory guidance - Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that we are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

SEN INFORMATION

Hillside School presents its SEND information in three ways:

- i. by information placed on the school website - SEN Information Report
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

Hillside School publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the local authority's *Local Offer* website.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If at any point a parent has concerns about how their child's needs are being

met, they should contact their child's class teacher in the first instance. However, if a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with the SENCO/Headteacher.

Further details can be found within our Complaints Policy which is available on our website.

LINKS TO OTHER RELATED POLICIES

- Supporting children at school with medical conditions
- Accessibility Plan
- Equality / equality information and objectives
- Safeguarding
- Behaviour and Anti bullying
- Vulnerable Groups
- Data protection

REVIEWING THE SEND POLICY

This policy will be regularly reviewed in accordance with our cycle of policy renewal.