



Hemington Primary School



Special Needs Policy

See also the independent Special Needs Policy of Hornbeams Pre-school

Rationale

At Hemington Primary School we believe that each child should be valued as an important individual. We strive to meet each child's intellectual, social and emotional needs as well as their physical wellbeing and to help children to overcome any additional barriers that they may experience.

This belief is embedded in our school and thus drives our approach towards children experiencing a special educational need or disability (SEND).

Children need different forms and levels of support to become the best that they can be, achieving their aspirations and become confident individuals living fulfilling lives and making a successful transition into adulthood.

Through the policies, practices and outlook outlined in our prospectus and 'Local Offer', we aim to minimise any specific barriers children with SEND may have to learning. Central to this process are the views and aspirations of the children and their parents/carers.

Entitlement

All pupils have an entitlement to a broad, balanced and relevant education and a curriculum that is appropriate for their age and intellect. We modify the curriculum and experience of school to enable all pupils to learn and grow including pupils with special educational needs or disabilities. We fully support the Somerset Local Authority policy for inclusion.

(www.six.somerset.gov.uk/eis/do_download.asp?did=25849)

The term 'SEN support' refers to the actions taken by the school and other professionals to meet the needs of children with Special Educational Needs and Disabilities. The Code of Practice highlights the requirement to focus the system around the child and on the impact of the support provided to them.

Under the SEN Code of Practice(2014), children are deemed to have a Special Educational Need/Disability if they:

1. Have a significantly greater difficulty in learning than the majority of children of the same age,

2. Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of his age in schools within the area of the local education authority, or

3. Are under the age of five and are, or would be, disadvantaged if special educational provision were not made for them and are likely to fall within (1) or (2) when of or over that age.

And Special Educational Provision is defined as:

'...educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services. As part of using its 'best endeavours', an education setting should have arrangements in place to identify the need for and secure such provision, whether through expertise and resources available within the setting or by drawing on support from outside services.'

Aims

At Hemington Primary School, with regard to the SEN Code of Practice (2014), Somerset Local Authority guidelines and in line with our ethos, we aim to:

- provide a whole school approach to children with SEND
- be a school where all teachers are teachers of SEND demonstrating 'Quality First' teaching in the classroom
- provide equal opportunities for all children
- provide for individual needs, including emotional and behavioural needs, to enable every child to advance and succeed
- make reasonable adjustments in line with Equality Act (2010) to include children deemed to have SEND in all school activities wherever it is possible to do so to help alleviate any substantial disadvantage they experience because of their disability
- enhance self-esteem through a personalised curriculum
- consult with parent/carer at all stages and take their views into account when devising our response to needs
- discuss provision with the child at a level appropriate to their understanding
- identify and assess children with SEND as early as possible
- ensure that all adults working with children deemed to have SEND are aware of their child's needs
- consult with outside agencies and partner schools when appropriate

Indicators of Success

Through a programme of continuous monitoring and half-termly teacher assessment, a record is kept of the academic progress of each child and gives an indicator of adjustments that might need to be made to the child's learning experience. In addition, the Headteacher and SENCo continuously monitor the individual success and wellbeing of children with additional needs through their own observations and assessments and through regular contact with the child, parents/carers and the class teacher. A record of specific SEND targets and areas of focus is kept through an individual education plan carried out on the basis of 'plan-do-review' in line with the recommendations of the local authority thus creating a dynamic process with the child at the heart.

Admission arrangements

No child will be refused admission to the school or given a lower priority than other applicant solely on the grounds of Special Educational Need. If Hemington Primary School is deemed to have appropriate provision, any child, including a child with a Statement/EHC plan or Higher Needs funding, will be treated fairly on the basis of the school's published admissions procedures.

Facilities for SEND pupils

- The school has wheelchair access to all areas except the playground and field. There is one upstairs classroom. Further details can be found on the school's accessibility plan.
- We have a range of technology in all classrooms to facilitate work undertaken by all pupils including those with SEND.
- We have specialised equipment and resources available for use by pupils with SEND including specialist support programmes a specific reading scheme, games and physical aids.
- The governors have undertaken to cater for the needs of any new child with SEND requirements.
- Somerset Total Communication has been introduced throughout the school and we aim to continuously develop its use.

Roles and Responsibilities

The Governing Body:

The statutory duties of the Governing Body are detailed in the Code of Practice (2014). Their main responsibilities are that, in consultation with the Headteacher, they should determine the school's general policy and approach to provision for children with SEN, establish appropriate staffing and funding

arrangements and maintain a general oversight of the school's work. Governors will ensure an annual SEN Information Report is published on the school website at the end of each academic year.

The Headteacher

The Headteacher has responsibility for the day-to-day management of the provision for children with SEND and should keep the Governing Body fully informed.

Special Educational Needs Co-ordinator (SENCo)

The SENCo, working with colleagues, has responsibility for overseeing the day-to-day operation of the Special Needs Policy and for co-ordinating provision for pupils with SEND at all levels: Element 1, Element 2, Element 3 and Local Authority Action.

This will include:

- Gathering the views and aspirations of parents/carers and children and liaising with parents/carers
- Continuing to put children and parents/carers at the centre of decision making, making sure parents are fully informed and involved with how pupils are progressing
- Liaising with outside agencies, including Health and Social Care agencies where appropriate,
- Monitoring and maintaining records on children with SEND
- Liaising with and advising fellow teachers and monitoring classroom provision for children with SEND
- Contributing to in-service training of staff and Governors when appropriate
- Equipping parents/carers to support their child at home
- Co-ordinating the work of teaching assistants in meeting the needs of children with SEND
- Overseeing the Performance Management of Teaching Assistants alongside the Headteacher
- Delivering specialist provision where appropriate
- Co-ordinating resources

Class Teachers

In line with the Code of Practice(2014), all class teachers have responsibility for identifying and supporting children with SEND through 'Quality First Teaching' and for monitoring and tracking the progress and development of their pupils.

Adopted on May 2010

Reviewed May 2014, September 2014, November 2014 (SENCo)

Date established by Governors:

Date for Review: