



Policy for Special Educational Needs

Rationale

In order to fulfil our responsibility to provide a broad and balanced curriculum for all pupils, all staff at Hoyland Common Primary School aim to give every pupil the opportunity to experience success in learning and to achieve their maximum potential through a flexible, personalised programme. When planning, all staff have high expectations and provide opportunities for *all* pupils to achieve their full potential. Staff at Hoyland Common Primary School value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children with Special Educational Needs as well as children who are underachieving will be part of this process.

We also recognise that there is a difference between the child who is underachieving and the child who has Special Educational Needs. We accept the definitions laid out in the SEN Code of Practice.

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

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or**
- (b) have a disability which 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 education authority**
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.**

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area**
- (b) for children under two, educational provision of any kind.**

See Section 312, Education Act 1996

Objectives

- To monitor the progress of *all* pupils to identify needs as they arise; needs will be identified and support provided as early as possible in children's time with us. Specific tracking of identified groups will be part of the Provision Mapping and pupil progress analysis sheets.
- To provide full access to the curriculum* through differentiated planning by class teachers and support staff as appropriate. (*Except where disapplication, arising from a Statement occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils).

- To match specific input to individual need as well as differentiated classroom provision for those pupils registered as having SEN. Pupils will be part of the process as much as is appropriate.
- To ensure all pupils including those with SEN will be perceived positively by all members of the school community.

Arrangements for coordinating SEN provision

- The SENCo will be available to discuss and review any SEN concerns including those at School Action, School Action Plus and Statements. The SENCo will be alerted to newly arising concerns through informal meetings with staff.
- The SENCo monitors planning (and teaching) for SEN and is able to support class teachers and teaching assistants with their planning on request. Targets arising from IEP meetings and reviews will be used to support planning for children at School Action and Action Plus and statements through IEPs.
- SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support, by way of specific interventions or by a personalised learning programme, is provided through the SENCo and by trained Teaching Assistants (TAs) throughout the school. The support timetable is reviewed as necessary, by the SENCo and the Leadership Team in line with current pupil needs.
- Support staff, class teachers, SENCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

Special Facilities and Access Arrangements

- Hoyland Common Primary School has wheelchair access to the main entrance doors.
- Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised.
- Our PSICHE programme helps children be aware of and positively value the differences between people as well as the similarities, and to be sensitive to one another's needs.

Allocation of Resources to and amongst Pupils

- We have a Provision Map and our assessment tracking data which help decide how we allocate resources to each year group. Pupil progress is reviewed termly and rigorously monitored and evaluated. Resources are then allocated according to the needs of the child and the demands of the curriculum.
- Additional support for pupils is provided by TAs within classrooms. Children with Statements are supported as above where this is appropriate to the Statement objectives and provisions; additional individual help is also timetabled for children with a specific learning need.
- Resources for SEN are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate.
- Specialist resources are accessed for children with Statements of SEN through submission to LEA after specialist / Agency / Health Authority advice has been sought.

Arrangements for providing access for pupils with SEN to a balanced and broadly based curriculum

- A skills-based curriculum provides a personalised learning experience that *all* pupils can access.
- Weekly planning identifies individual learning targets and success criteria which are matched to the needs of the children including those with SEN.
- Differentiation takes a variety of forms. Learning objectives are explicit and activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty may access the curriculum through specialist resources such as ICT where this is appropriate.

The School's Arrangements for SEN In-Service Training

- In-house SEN training is provided through staff meetings and INSETs by the SENCo
- All staff have access to professional development opportunities and are able to apply for SEN training where a need is identified.
- Support staff are encouraged to extend their own professional development and the leadership team will ensure 'tailor-made' training where this is appropriate.

The use of teachers and facilities from outside the school, including support services

- The Educational Psychology Service is a traded service and the SENCo, along with the leadership team, identify the 'buy-back' based on potential need.
- Inclusion Services provide support through the Communication and Interaction, Learning Cognition and Sensory Teams where appropriate.
- Staff are aware that Specialist support is available where we do not have the necessary in-house expertise - for example, in relation to children with autistic-spectrum disorders, sensory impairment or severe emotional and behavioural difficulties.
- Speech and Language Therapy Services are a referral service. When necessary programmes of work are followed in school and advice is provided.
- The appropriate staff liaise frequently with a number of other outside agencies, for example:
 - Social Services
 - Community Paediatrician
 - Health Care Professionals
 - Educational Welfare
 - Physiotherapy
 - Occupational Therapy.

Partnership with Parents

- Parents/carers will be invited to the education planning process. An appointment will be made for the class teacher to meet all parents whose children are being registered as having SEN. The SENCo will be invited to this meeting if either the class teacher or the parent thinks this is appropriate. Where parents do not attend the meeting a copy of the IEP/Review will be sent home.
- Parents' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened parents/carers are able to contact the Headteacher or the Governing Body.

Links with other schools/Transfer arrangements

- Foundation Stage staff liaise with other settings when needed.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCo will telephone to further discuss the child's needs. Children transferring from Hoyland Common Primary to new schools will have a Special Needs File which gives details of SEN and provision. The SENCo will discuss these children with other schools on request.

Evaluating the Success of the School's SEN Policy

- Whole school SEN progress is evaluated termly to track progress and attainment throughout school.
- SEN is a standing agenda item at all full governing body meetings. The SENCo will provide pertinent information to the governing body termly. The number of pupils transferring to or from each stage will be noted.
- The SENCo will meet with the SEN Governor to discuss current SEN concerns. The SEN Governor will lead Governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.
- Individual targets for SEN will be reviewed through the 'personalised IEP plans'.

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