



**Special Educational  
Needs Policy  
April 2018**

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**At Hoyland Common Primary School our vision is to develop confident, happy, self-motivated learners who enjoy learning and see it as a life long adventure. We strive to be an organisation that facilitates the learning of all its members.**

Our Special Educational Needs and Disabilities Coordinator (SENDCO) is Mrs Jane Robinson. She is a member of the school's Senior Leadership Team. Our governor with responsibility for SEN is Miss Ruby O'Neill.

## **Aims**

At Hoyland Common Primary School, we believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities and full access to the National Curriculum. All children are valued and their self-esteem promoted. We aim to work in close partnership with parents/carers who play an active and valued role in their child's education.

## **Objectives**

- Staff members seek to identify the needs of pupils with SEND as soon as possible. This is done most effectively by gathering information from parents, education, health services and early years settings prior to the child's entry to school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Plan an effective curriculum to meet the needs of children with SEN, making appropriate provision to overcome barriers to learning. Ensure that targets set are specific, measureable, achievable, realistic and time related.
- Involve parents and children in the setting and reviewing of individual targets three times a year.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work in close partnership with outside agencies to support the needs and provision for children who have special educational needs.
- Ensure that all those involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- Ensure children with SEN are perceived positively by all members of the school community.
- Children will move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school; life and learning.
- To work within the guidance provided in the SEND Code of Practice (2015).
- To provide support and advice for all staff working with SEN pupils.

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## Identifying Special Educational Needs

Definition of Special Educational Needs (SEN) and disability:

*“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 him or her.”*

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

A disability under the Equality Act 2010 is:

- A physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.
- ‘long term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’
- This includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.  
(SEND Code of Practice 2015)

Some children may be making poor progress due to issues that fall outside of the remit of SEN, but as a school we need to support in order for the child to be able to reach their potential. These include:

- Disability (see above definition)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of a parent in the Armed Services.

Children may be identified as having SEN by the parents, staff in school or other agencies. Where a child is flagged up as potentially having special educational needs, we will contact parents to arrange for a Special Educational Needs Assessment to take place. This involves gathering information from parents, the class teacher and from the child to find out as much as possible about what they are finding difficult. All of this information is then processed to give a view as to the particular needs the child has. Advice will be given to the parents and to the child’s teacher as to how to support them. In some cases, other professionals will also be consulted for specialist advice.

Where it is agreed that a child has Special Educational Needs or a disability, this will be recorded on the school’s systems, and will identify the child’s specific needs. The parents will be informed that the child has been recorded on the SEN register.

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Within the Code of Practice, there are 4 broad categories of SEND:

- **Communication and Interaction:** Children with speech, language and communication needs, including those with an Autistic Spectrum Disorder.
- **Cognition and Learning:** children with moderate, severe or profound and multiple learning difficulties
- **Social, emotional and mental health difficulties:** This includes children who show withdrawn or challenging behaviours for a variety of reasons, have attention deficit disorder, attention deficit and hyperactivity disorder or attachment disorder.
- **Sensory and/or physical needs:** This includes children with a visual impairment, hearing impairment, multi-sensory impairment or a physical disability.

## A Graduated Approach to SEN

There are three levels of response where a child may have SEN:

### 1. Quality First Teaching / monitoring

- Our teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who are not making the progress expected, who may or may not have SEN.
- Quality first teaching is of paramount importance, interventions and classroom support cannot compensate for teaching that is below the standard expected.
- At our school, we monitor the progress of all pupils termly, and more regularly for those where there are concerns regarding progress, SEN, those who are in receipt of Pupil Premium Grant or who are Looked After. This regular monitoring allows teachers to address potential gaps in a child's understanding and make adjustments to their teaching.
- The quality of teaching is monitored through lesson observations through the Performance Management process. Additional training needs are also discussed through this process, including those for supporting children with SEN.
- Where a child is making less than expected progress, differentiation is used to support them and their progress is monitored.
- If progress continues to be below what would be expected, additional interventions will be put in place to support the child. These are carefully monitored by the class teacher and SENCo.
- If a child continues to make less than expected progress and a Special Educational Need may be the reason, then an assessment of need meeting is arranged with the parent/carer and, where possible the child, and an initial assessment of need takes place. If the information gathered shows the child has a special educational need, then the child is placed on SEN Support.

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## 2. SEN Support

- Following a special educational need being identified a child is placed on the SEN register and the category of need will be recorded
- The teacher and the SENDCO will consider all information gathered, including analysis of pupil progress data and national data, when deciding on the educational provision that should be provided for the child.
- Where a child has higher levels of need, the SENDCO will discuss this with relevant external agencies and appropriate referrals will be made for additional advice or support.
- Parents and child are involved throughout the SEND journey, with regular meetings to discuss progress and the next steps.

SEN support consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of a pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess:**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Where external services are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt appropriate, following discussion and agreement from parents.

### **Plan:**

Planning will involve consultation between the teacher, SENDCO, parents and child to agree adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. This will be recorded on a Support Plan for the child. Parental involvement may be sought to help to reinforce and contribute to learning at home.

### **Do:**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants, plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessments of the pupil's needs will be provided by the SENDCO.

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**Review:**

Reviews of a child's progress will be made regularly. The class teacher will meet with the parents and child at least three times a year to discuss progress and the evaluation of the impact and quality of support and interventions. The class teacher, with the support of the SENDCO, will revise support and outcomes based on the pupil's progress and development, making any necessary amendments, in consultation with parents and the pupil.

**3. Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may undergo the statutory assessment process which can be requested by the school, by a parent or another agency such as health. This will occur where the complexity of need are such that a multi-agency approach to assessing the need, planning the provision and identifying resources is required. The decision to make a referral for statutory assessment will be made at the progress review meeting.

The application for an Education, Health and Care Plan (EHCP) will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Child
- Social Care
- Health
- Other professionals involved with the child.

Information will be gathered relating to the current provision provided, action that has been taken, and outcomes of targets set. A decision will be made within six weeks if a child will be assessed for an EHCP, if agreed, the whole process will be completed within 20 weeks. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. They also have the right to appeal against the content of an EHCP and the named school if it differs from their choice. They will be offered mediation by the Local Authority in order to address concerns.

An EHCP is reviewed at least annually. The review enables provision for the pupil to be evaluated and, where appropriate, for changes to be made. The review will encompass one of the three termly meetings held to discuss progress for all children on the SEN register.

**Exiting the SEN register**

Where a child has made sufficient progress so that they are no longer significantly behind their peers, a discussion will be held with the parents to gain agreement for them to be removed from the SEN register. School will continue to monitor their progress to ensure that they remain on track, and that they are receiving support at a level appropriate to their needs.

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## Supporting pupils and families

Hoyland Common Primary School believes that a close partnership with parents is vital and endeavours to foster an open and supportive relationship. In order to provide families with the most up to date information about the policies and procedures around SEN the following information is available.

The school's SEN Information Report is available under the SEND tab on the school website: [www.hoylandcommonprimary.co.uk](http://www.hoylandcommonprimary.co.uk). This includes details of external agencies that we work with and arrangements for transition between Key Stages.

For our admissions policy, please follow the link below:  
<http://hoylandcommonprimary.co.uk/documents/>

The Local Offer from the local authority can be found at:  
<https://www.barnsley.gov.uk/services/children-families-and-education/family-service-directory-fsd/our-local-offer-sen-and-disability-send/>

Where parents/carers require further information they should see the Class Teacher or SENDCo.

## 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The schools medication conditions policy can be found at:  
<http://hoylandcommonprimary.co.uk/documents/>

## Monitoring and evaluation of SEND

Curriculum provision for all pupils is monitored and audited frequently through the performance management, subject and skill audits and action plans. This is the responsibility of all members of the school team. This ensures coverage in all subjects is quality assured and any gaps are filled.

SEND provision is monitored through provision mapping and the impact of all waves of provision is assessed.

Parents' and children's views are sought annually through questionnaires. Pupil interviews take place each year, and parents are also surveyed by the Inclusion Office each year to help evaluate the provision.

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## Roles and responsibilities

### Role of the Governing Body:

- appoint a member of staff to be the SENDCO
- delegate powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy
- ensure that provision of special educational needs is of a high standard
- ensure this policy and all policies are maintained and updated regularly
- ensure all policies are made available to parents
- make effective use of relevant research and information to improve this policy
- nominate a link governor to visit the school regularly, to liaise with the Headteacher and the SENDCO and to report back to the Governing Body
- be responsible for the effective implementation, monitoring and evaluation of this policy

### Role of the SENDCO:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating the provision for children with SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Liaising with schools from which a child has transferred to ensure we receive relevant SEN information.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps records of all pupils with SEN up to date.

### Role of the Class Teacher:

- have high expectations of pupils with SEND
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them
- work closely with the SENDCO
- be well informed of the special needs and medical conditions of the pupils that they teach;
- implement any advice and teaching strategies given by the SENDCO
- provide high quality teaching for all pupils
- deliver the individual programme for each SEND pupil
- include pupils with SEND in all class activities
- ensure their planning includes differentiated



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- set challenging targets
  - track and monitor the progress of all pupils
  - inform the SENDCO of any identified barriers to learning and lack of progress of pupils
  - liaise with parents of pupils with SEND to update them of the progress of their children
  - suggest ways that parents can support their children at home
  - undertake appropriate training on induction
  - identify any additional training needs they require

#### **Role of the Teaching Assistant:**

- work closely with the SENDCO and class teachers
- provide support for individual or groups of pupils with SEND
- assist in the preparation of lessons
- monitor pupils progress
- provide feedback to teachers and the SENDCO
- attend appropriate training
- suggest training needs

#### **Other roles and responsibilities:**

Designated Safeguarding Lead Teacher: Mr B Fallon

Deputy Designated Safeguarding Leads: Mrs S Harrison, Mrs J Robinson, Mrs R Paddock

Designated Teacher for Children Looked After: Mrs Jane Robinson

Member of staff responsible for children with medical needs: Mrs Jane Robinson

### **Storing and managing information**

Information is securely stored in line with the requirements of the GDPR 2016 and school policy. The systems we use include SIMS, CPOMS, electronic children's files and individual paper files for children with SEN.

### **Reviewing the SEN policy**

In accordance with National Association for SEN recommendations, this policy will be reviewed annually.

### **Accessibility:**

The school produces accessibility plans as required by the Equality Act 2010. All children, regardless of disability, are encouraged to join in all of our activities, including trips and after school clubs. Where necessary, appropriate modifications are made to allow for a child to participate fully in the National Curriculum and additional activities.

Parents/Carers are welcome to discuss any issues with Jane Robinson, SENDCo.

The schools Accessibility Plan can be found at:

<http://hoylandcommonprimary.co.uk/documents/>

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## Complaints procedure

Any complaints should be dealt with under the school's complaints procedure. Which is found by accessing the link below:

<http://hoylandcommonprimary.co.uk/documents/>

## Continuing Professional Development (CPD)

Through the monitoring and evaluating of our provision the SENDCo, with the Headteacher, identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives.

A continuing programme of CPD is delivered to all staff through staff meeting time. Training needs are also identified through a staff audit of training needs. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENDCo, and information provided during the annual evaluation of the school's overall SEN provision.

The school's SENDCo regularly attends the local authority network meetings in order to keep up to date with local and national updates in SEND. The SENDCo also leads and attends the locality network meeting to discuss topics raised at authority network meetings and those relevant to schools in the local area. It also allows for training and the sharing of good practice.

Hoyland Common Primary School is also a member of National Association of SEN.

## Monitoring and Review

In accordance with the recommendation of National Association of SEN, the Governing Body reviews this policy every year. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

This policy will be reviewed in April 2019

Signed \_\_\_\_\_ Headteacher Date \_\_\_\_\_

Signed \_\_\_\_\_ Chair of Governors Date \_\_\_\_\_

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## References

### **Policies relating to this document include:**

- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice 0 – 25 (date January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- Equality Act 2010
- The National Curriculum in England Key Stage 1 and 2 (2014)
- Teachers Standards 2012

### **See also school specific policies on:**

- Teaching and Learning
- Assessment
- Behaviour
- Child Protection and Safeguarding
- Anti-Bullying
- Equal Opportunities
- Admissions
- Confidentiality Policy
- GDPR
- Complaints procedure