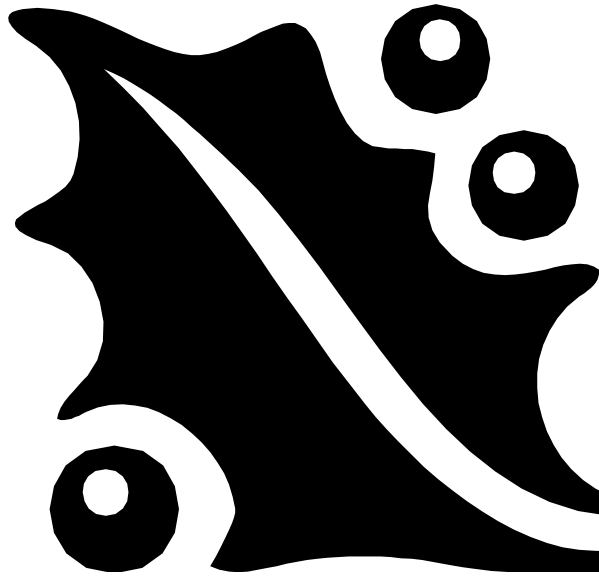


Hollywood Primary School



Special Educational Needs Policy

2014

C. Mason

HOLLYWOOD PRIMARY SCHOOL

SEN POLICY

Working together realising potential

This policy contributes towards the fulfilment of the whole school aims and mission statement.

“Our Mission is to develop each child as a caring, confident and independent young person able to play a full part in a changing world.”

We aim to create opportunities for every child within a climate of success for all. We will strive to enable each individual to achieve their personal best at all times, encountering challenges not problems, planning for success at every level. Ours will be a school with a sense of community: secure, comfortable and yet challenging.

Aims

- We aim for the highest possible standards of learning and teaching in all subjects through a broad and balanced curriculum.
- We aim to promote an enthusiasm for learning that is life long and will enable our children to grow as independent, confident young people in a changing world.
- We aim to foster an ethos, which creates an atmosphere of mutual trust, respect, courtesy and co-operation.
- We aim to provide a safe, secure and happy environment.
- We aim to develop and maintain strong links with our parents and community in a spirit of partnership in the education process.
- We aim to always consider the needs of our children as individuals regardless of gender, race ability or disability.
- We aim to develop a child’s creative, physical, and aesthetic talent, awareness and appreciation.

HOLLYWOOD PRIMARY SCHOOL

SEN POLICY

At Hollywood we believe that all children, including those identified as having Special Educational Needs have a common entitlement to a broad and balanced academic and social curriculum. This policy describes the way that we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

New SEN Code of Practice

As of September 2014 the new SEN Code of Practice (2014) comes in to place.

Changes include:

The SEN Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.

- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels.*
- There is a stronger focus on high aspirations and on improving outcomes for children and young people.*
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.*
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities. (Please see our Website for Hollywood's Local Offer).*
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus).*
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs).*
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.*

Hollywood Primary School is working with a number of agencies and cluster schools to ensure that our school is fully up to date with all new SEN information.

Definitions from the SEN Code of Practice 2014

Special Educational Needs

*A child or young person has **Special Educational Needs** (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 or a young person has a **learning difficulty** or **disability** if he or she:*

- has a 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.*

Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

Principles

We believe in inclusion for ***all*** children, that they should have equal opportunities and encouragement in order to reach their potential.

To do this we;

- Identify pupils with Special Educational Needs and disabilities and ensure that their needs are met.
- Ensure that all learners make the best possible progress.
- Enable pupils with Special Educational Needs to have the greatest possible access to a broad and balanced education, an appropriate curriculum and extra-curricular activities.
- Provide appropriate support and teaching strategies which match the nature of the child's Special Educational Needs.
- Involve the child by seeking their views and giving them a role in setting and reviewing their targets.
- Involve parents in supporting their child's education.
- Promote effective partnership with Outside Agencies where appropriate.

Roles and Responsibilities

The Head teacher has the responsibility for day-to-day management of provision for pupils with Special Educational Needs. He works closely with the SENCO and ensures full staff participation in the development and implementation of the SEN Policy.

The SENCO has the responsibility for:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating and monitoring provision for pupils with SEN
- Liaising with and advising staff
- Overseeing the records of all pupils with SEN
- Liaising with parents of children with SEN
- Liaising with Outside Agencies
- Contributing to the in-service training of staff

Class teachers have responsibility for:

- Differentiating for all children according to the needs of each child
- Initial identification and assessment of pupils within their classes
- Working in partnership with parents, the SENCo, teaching assistants and Outside Agencies to support individual pupils
- Setting targets and planning programmes of work
- Assessing targets and monitoring progress

Teaching Assistants have responsibility for:

- Working with children in small groups or on a 1:1 basis to support their learning needs
- Assessment of pupils that they work with
- Working in partnership with parents, the SENCo, teachers and Outside Agencies to support individual pupils
- Support with IEP target setting

Parents have the responsibility to attend review meetings for their child and work with the school on any targets that will support and progress their children.

Parent Partnership

- Parents will be made aware of the support their child is receiving from within the school and from Outside Agencies during Parents Evenings and Review Meetings.
- If a parent has a concern about their child this should be shared with the class teacher, who will then pass this information onto the SENCo. A meeting will then be held with the parent(s) to explain what action is planned.
- If a teacher has a concern they should discuss it with the SENCo. A meeting with the child's parents will then be made to share concerns and discuss possible action.
- Parents will be invited to review their child's progress on a termly basis.
- Parents with a concern may always make an appointment to see the SENCo.

Provision

Identifying a need

A range of evidence is collected through the usual assessment and monitoring arrangements; if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCo in order to decide whether additional and/or different provision is necessary.

SEN Support

If the school has evidence that a child is making insufficient progress despite significant support and intervention, the child will be placed on the SEN Register at the stage of SEN Support and be given an Individual Education Plan (IEP). The IEP will have specific targets that all those involved with the child (including the child themselves) will work on to help support the child in their areas of need.

At this stage Outside Agencies are involved. These agencies come in to school and work with the SENCo, the class teachers, teaching assistants and the child. These professionals will be invited to contribute to the monitoring and review of the pupil's progress.

Permission is always granted from the parents before involving any agencies.
(For a full list of Outside Agencies available to the school, please contact the SENCo).

High Focus IEP

High Focus is an intensive period of 6 weeks where a child is closely monitored, by class teachers and TA's, the SENCo and Outside Agencies. During this period, extra support and resources will be in place. Targets are written onto a High Focus IEP by the SENCo. After the 6-week High Focus period it will be decided whether a child has made enough progress to go back to an SEN Support IEP or whether they need the additional support of a Provision Plan.

Provision Plan

A Provision Plan is a more detailed document than an IEP. A Provision Plan lists a child's areas of need. There is an objective for each need and then a breakdown of how each need is going to be supported and assessed using the following headings - *Curriculum, Staffing, Resources, Environment and Facilities, Assessment to be used and Planned learning outcome.*

A Provision Plan is written by the SENCo with support of Outside Agencies. Children on a Provision Plan are closely monitored by all school staff and Outside Agencies. A formal review of a Provision Plan is held annually.

Education, Health and Care Plan (EHC Plan)

EHC Plans have replaced Statements.

If the child is still demonstrating significant cause for concern a request for a Statutory Assessment is made by school to the Local Authority. The Local Authority will consider the school's evidence and decide whether a Statutory Assessment is necessary. Following this assessment an Education, Health and Care Plan may be issued.

EHC Plans are reviewed annually as part of statutory requirements.

Review

All IEPs, Provision Plans and EHC Plans are reviewed regularly. Class Teachers, Teaching Assistants and Parents review SEN Support IEPs. All others are reviewed by the SENCo in a formal meeting with all parties involved.

Support

All children with an IEP have access to additional 1:1 or small group support to work on their specific needs and targets.

The staff at Hollywood work hard to ensure that the individual needs of children are met. This may be achieved through:

- * **Focus Groups** (E.g. Letters and Sounds Support, FAB Club...)
- * **Wave 3 Interventions** (E.g. Precision Teaching, Cued Spelling...)
- * **Extra-Curricular Groups** (E.g. Gross Motor Skills, Language Land...)
- * **Following Programmes of work from Outside Agencies** (E.g. Physiotherapists, SALT...)
- * **Specialised resources** (E.g. Sensory Room...)

(For a full list of support groups and resources offered by the school, please contact the SENCO)

Records

All special needs records are confidential. The SENCo will keep and update the SEN Register and all SEN records.

When a child transfers to a new school the SEN records will be sent on. In the case of secondary transfer the SENCo will make the new school aware of what stage a child is at and what current provision is made for them.

Admission Arrangements

These are in line with the school's Admission Policy. A child with SEN but without a statement will not be refused a place solely on the grounds of their SEN.

Equality of Opportunity

Hollywood Primary School is committed to providing an inclusive education that meets the needs of all of its pupils. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners;

- Learners from Minority Ethnic Groups
- Learners with English as an Additional Language (EAL)
- Learners with Special Educational Needs
- Learners with physical or sensory disabilities
- Learners who are Looked After by the Local Authority
- Learners who are Gifted and Talented

Policy revised and rewritten by Clare Mason

Academic Year 2014/2015