



Hovingham and St Hilda's C of E VC Primary School

Special Educational Needs and Disability Policy



Date of policy: Jan 2021

Date of next review: Jan 2022

Where everyone grows'

Our vision, 'Where everyone grows' is rooted in 'I have come that they may have life, and have it to the full' (John 10:10). We believe that education must equip people of all ages with the skills to maximise their engagement with the world around them and education must develop academic, spiritual, emotional and personal growth.

Schools' SEND values statement

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 final draft CoP)

Definitions of SEND

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age or
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

SEN Categories:

Children's special educational needs are broadly thought of under four areas of SEN:

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



Hovingham and St Hilda's C of E VC Primary School

Special Educational Needs and Disability Policy



This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

It reflects the 2014 SEND Code of Practice, 0-25 guidance

1 – Code of Practice.

Our schools have adopted the 'Assess, Plan, Do, Review' model of identification and provision for children with SEND in line with the recommendations of The Revised Code of Practice (Sept 2014).

Roles and responsibilities

Governors

The Governing Body (Policies Committee) has been involved in the development of the school's SEND Policy. It will continue to review and evaluate it regularly. The link Governor for this area will liaise with the subject leader on a regular basis. **SEN Governor: Dr J Richardson**

Identified member of staff

The SENCO, in collaboration with Headteacher and Governing Body writes and defines the SEND Policy and is responsible for the day-to-day implementation and for liaison with the governing body, parents, other staff members, Local Authority (LA) and relevant outside agencies. **SENCO: F.Dodds-Aston**

Parents and Guardians

We always seek to work in partnership with parents and guardians. This is important in enabling children with SEND to achieve their potential. The school and parents will work collaboratively to gain as much information as is possible about a child's strengths and areas of need. This information will then feed into appropriate provision. The school website contains details of our policy for special educational needs, and the arrangements made for children with SEND in our school. It also contains the school's SEND Report which outlines the provision available.

Pupils

Children with SEND have a unique knowledge of their own needs and circumstances and their own views about what sort of support would most help them. Where appropriate, and depending on their age, pupils are involved in review meetings or make a written contribution to the discussion.

Staff

All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in SEND activities should have opportunities for relevant training. The responsibility and accountability for the progress and development of pupils with SEN, lies with the class or subject teacher.

Senior Leadership Team (SLT) and the SENCO also ensure regular in-school training through lesson support and whole school improvement sessions



Hovingham and St Hilda's C of E VC Primary School

Special Educational Needs and Disability Policy



Teaching Assistants

The school actively seeks to include teaching assistants to assist and supplement the SEND provision, both in the curriculum and additional provision. They are overseen and timetabled by the Headteacher and deployed by the Class teacher to ensure quality of provision.

Aims and objectives of the policy

That every child be valued equally and be given every opportunity to achieve his or her full potential;

That children with SEND have their particular need identified at an early stage and that they should be supported to ensure continuing progress and development

That children with SEND be given full access to a broad, balanced and relevant education within the Foundation Stage and National Curriculum;

That children with SEND be able to take a full part in all aspects of school life, both within and outside the classroom;

That parents of children with SEND be informed, supported and involved in their children's education and be able to contribute towards their ongoing development;

That the views and wishes of the child concerned be taken into account, in accordance with their age and understanding;

That all staff working in the school share in the responsibility of meeting the needs of children with SEND;

That resources should be made available to support the education of children with SEND and be used effectively for that purpose;

That the school develop in all children an awareness of the needs of children with SEND and foster a positive attitude and a supportive environment for such children.

Teaching programme and Strategies

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

All children identified as having a special educational need will have a support plan which is evaluated and updated termly. This is done in consultation with parents/carers and, where appropriate, the young person.



Hovingham and St Hilda's C of E VC Primary School

Special Educational Needs and Disability Policy



For children with an Educational Health and Care Plan (EHCP), long term outcomes and targets are reviewed termly and evaluated at annual review meetings, attended by The SENCO and professionals from other agencies.

Transfer arrangements

When a child with special educational needs moves to another school, full records of assessments, interventions and outcomes will be forwarded to the receiving school. When children are moving on to a local secondary school, where possible, needs are discussed with the SENCO at the receiving school.

Implementation of the policy

A copy of this policy is available for any member of staff, Governing Body, parents/guardians and relevant outside agencies.

Date of Implementation June 2019

Monitoring and evaluating the policy

This policy will be reviewed every year by the SENCO, Headteacher, Governing Body, Subject Leaders and relevant staff members.

Next review date: Jan 2022