

Hazel Slade Primary School

Special Educational Needs policy

Policy to promote the successful inclusion of pupils with special educational needs and disabilities at Hazel Slade Primary School.

At Hazel Slade Primary school, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

' Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area '.

The specific objectives of our SEN policy are as follows:

- to identify students with special educational needs and disabilities and ensure that their needs are met
- to ensure that students with special educational needs and disabilities to join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEN policy will be judged against the aims set out above. The Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The head teacher and governors will set new success criteria. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the Provision Maps.

The named SEN coordinator for the school is Mrs S. Camacho . A member of the Governing body, Mrs C. Jones takes a special interest in SEN, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school does not have a special unit.

Our SENCO has the following SEND qualifications: National Senco Award. We also employ teaching assistants who have additional qualifications in delivering interventions such as Every Child Counts, Better Reading, Read write Inc Phonics, and expertise in supporting pupils with ASD and speech and language difficulties.

Admissions Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

Local Offer

From September 2014 every Local Authority is required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND) and also services outside of the area which they expect children and young people from their area will use. This is known as the 'Local Offer'.

The Local Offer puts all the information about education, health and care services, leisure activities and support groups in one place. It has two main purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available; and to make provision more responsive to local needs and aspirations.
- The Government says the Local Offer must be developed and reviewed in partnership with children and young people, parent carers, and local services, including schools, colleges, health and social care agencies.

The Local Authority and School Offers can be found at;

The school website can be found at www.hazelslade.staffs.sch.uk

The Local Authority Offer can be found at www.staffordshiremarketplace.co.uk

Further information about services available can be found at

www.staffordshirecares.info

Identification and Assessment of special educational needs

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2002. 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.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

Inclusion Statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at Hazel Slade school. SEND pupils are not viewed as a separate entity but are part of our whole school approach. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

Provision/action that is additional to or different from that available to all

This will be recorded in a Pupil Progress Plan. This will be written in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies. Pupil friendly PPPs are used.

The Pupil Progress Plan will set targets for the pupil and will detail:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The Pupil Progress Plan will be reviewed at every term and the outcomes will be recorded. Pupils will participate fully in the review process. Parents / carers will also be invited to participate in the target-setting and review process.

Special Provision

The school has the following special facilities:

Disabled toilets with hand rails;

Our classrooms are: carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, high frequency lighting and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils.

Blinds and curtains in classrooms to reduce glare. (Important for lip-reading)

Ramps to outside doors to allow for wheelchair access.

Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

Further Support

If, despite significant support and intervention at school level and the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have statements/ EHC plans of SEN, in addition to the review of Pupil Progress Plan, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Education

Authority. If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.

The school will liaise with the relevant High Schools to arrange Transition Plans for students with Statements / EHCs (and other pupils with SEN who may benefit from Transition Planning) in Year 6. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. This transfer of documents is done in line with GDPR.

The schools' **complaint procedures** are set out in the school complaints policy. A child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution.

The school will make further information about this process available on request.

The school makes an annual audit of **training** needs for all staff taking into account school priorities as well as personal professional development. Particular support will be given to NQTs and other new members of staff. The SENCO takes responsibility for prioritising the training needs of staff.

The school will provide information about the **Parent Partnership** Service to all parents of pupils with special educational needs. Our local Parent Partnership worker can be contacted via LST 16 at Springvale, Cannock. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

Support Services

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. E.g.

- The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area.
- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties as applicable
- Meetings with representation from Social Services, Local Support Team 16, the school nurse; and the Educational Psychology Service are held when appropriate to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- The School Nurse is available and all parents / carers can access without appointment.

~~November 2015~~

~~Review September 2016~~

~~Reviewed September 2017~~

Reviewed September 2018