



**SEDGFIELD
HARDWICK**

INSTIL · INSPIRE · INNOVATE

SPECIAL EDUCATIONAL NEEDS POLICY

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Sedgefield Hardwick School

Special Educational Needs Policy

At Sedgefield Hardwick we aim to Instil success, Inspire thinking and Innovate learning.

We believe it is crucial that every child, including those with Special Educational Needs and Disabilities (SEND), is well equipped with a balance of social, moral, and academic skills which will enable them to learn and develop into creative, happy, skilled, confident and independent people who understand how to fully contribute to the local community and wider society.

All County Durham Local Authority (LA) maintained schools are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

This policy represents the agreed principles for Special Educational Needs throughout the school.

Definition of Special Educational Needs (SEN)

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them”. As defined by the equality act 2010 for those who have Special Educational Needs and disabled children.

Introduction

- This policy is in line with the revised Code of Practice 2014
- This policy is reflected in Hardwick School’s Local Offer (See School Website)
- The nursery and main school building is accessible for wheelchair users.

At Sedgefield Hardwick School we strive to provide a broad and balanced curriculum for all children. The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, from nursery through to Y6, staff set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that can mean they have special needs that require particular action by the school

These requirements are likely to arise as a consequence of a child having Special Educational Needs. Staff take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need ‘additional’ or ‘different’ help from that given to other children of the same age.

Children may have Special Educational Needs either throughout or at any time during their time at school. 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.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the Special Educational Needs of each child;
- to ensure that the Special Educational Needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's Special Educational Needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Educational Inclusion

At Hardwick School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special Educational Needs

Children with Special Educational Needs have learning difficulties that call for special provision to be made. Any child may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

All our children are assessed when they join our nursery and/or reception class, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Regular assessment and close monitoring of progress is key to providing the appropriate levels and type of work for all children across the school.

A Graduated Approach

Initial Concerns – Short Note/Short Plan

If observations and assessments show that a child has failed to reach set targets and has made little or slow progress, that child may have a barrier to learning. Once a concern is raised, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Co-ordinator (SENCo), the child's teacher will offer specific differentiated activities and/or interventions (small group or one to one) that are 'different from' or 'additional to' those provided as part of the usual class working practices. Specific learning outcomes will be set and reviewed after a set period. The class teacher will keep parents informed and draw upon them for additional information. If the child achieves the outcomes and makes improvement the short plan may be discontinued but if it is felt that the child would benefit from further support, the SENCo will then take the lead in further assessments of the child's needs and a SEN Support Plan will be set up.

A Special Education Needs Support Plan (SEN Support Plan) will be drawn up which will clearly outline the learning difficulty, provide details of learning support strategies and list any outside agencies involved with assessing the child. This plan will provide suggested strategies, interventions and specialist help and support which may be required. These plans are reviewed every term. Very specific, (SMART) learning outcomes, linked to the child's areas of difficulty are set and agreed. A timetable of support is then set up. The SEN support plan is reviewed every term at a meeting with parents. The child's views are sought throughout the process.

It may be that a request for top-up funding from the LA can support the school in meeting the child's needs. In this case the school (SENCo) will provide all the relevant evidence from the agencies involved, support timetable and a costed provision map for consideration and approval by the LA.

Other agencies include:

Education Services

- Autism (ASC) Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- Emotional Wellbeing and Effective Learning team
- Special Education Needs and Disabilities Service (SEND)
- Portage Services

Health services

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse

- Occupational Therapy
- Physiotherapy
- CAMHS
- Social Services

If the child continues to demonstrate significant cause for concern, and progress remains significantly poor, the school (or parent/carer) can request that Local Authority Services carry out a request for Statutory Assessment or an 'Education and Health Care assessment' (EHCP) of your child's needs. This is very much a multi agency approach and will involve looking at the child in the wider context of home and family as well as in the learning environment.

After the request for an EHCP assessment has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from parents/carers), they will decide whether they think your child's needs (as described in the evidence provided), are significant enough to need an Education and Health Care Plan. If there is limited advice or evidence, they will suggest that school continue with support, through the SEN Support Plan. Parents and schools do have an option at this stage to request a mediation meeting with the possibility of challenging the decision at tribunal.

Education Health Care Plan

The Education Health Care Plan (EHCP) is drawn up by the LA. This is a legal document and must be reviewed annually. The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term outcomes for your child.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Staff use a range of strategies to meet children's Special Educational Needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- A graduated, small steps approach, features significantly in the provision that we make across the school. By breaking down the existing levels of attainment into finely graded steps and outcomes, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

Partnership with parents

At Hardwick School we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs.

Teachers have termly meetings with parents to review the progress of their child against the expected age related expectations as well as the intended learning outcomes set in short note/SEN plan. New outcomes are agreed with parents and children. We inform the parents of any outside intervention, arrange feedback meetings with assessors and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

Pupil participation

At Hardwick School we encourage children to take responsibility and to make decisions. This is part of the culture of the school and relates to children of all ages and all abilities. The school fully recognises the importance of children developing social as well as educational skills.

Monitoring and Evaluation

The senior managers and SENCO monitor the movement of children within the Special Educational Needs system across the school.

The SENCO provides Governors and staff with regular summaries of the impact of the SEN procedures and policy, on the practice of the school.

Children are assessed and their progress is monitored continually. Specific learning outcomes are reviewed with short plans, long SEN support plans and Education Health Care Plans. The SENCO and the managers hold regular meetings to review the work of the school in this area.

Conclusion

Hardwick School is a fully Inclusive School, which recognises every child as an individual. Every member of staff takes care, time and pride in getting to know each young person in their year group. It is crucial to understand what makes each child happy and how best to motivate and encourage a love of learning in each individual.

As well as recognising and identifying general or specific difficulties it is also crucial to recognise talents and interests (in and out of school). No child should ever be defined by a learning difficulty or disability.

Hardwick School is very proud of the success achieved so far in helping children with SEND make very good progress. We continually strive to keep up with new research and newly recommended strategies and resources which can make a positive impact on children's learning.

September 2019

Sarah Guest

SENDCo