

Special Needs Policy

Statutory Requirements

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (DfE 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- SEND Code of Practice 0 – 25 (DfE April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- This policy was created by the school's SENDCO in liaison with the SLT, staff and parents of pupils with SEND.

Principles

At Hungerford Primary Academy, we provide equality of opportunity for all of our learners, through an inclusive approach to all aspects of development. High quality learning takes place throughout all aspects of our pupils' school experiences and as such we are committed to all children being actively included and fully engaged. Our school is a working, cohesive community that removes barriers to learning, promoting and celebrating diversity in all its forms. We value differences in belief and opinion, customs, appearance, ideas and ability, and we always endeavour to be an inclusive school family.

The Principal, staff, and governors at Hungerford Primary are committed to the integration and inclusion of all children.

We aim to provide equal access to a broad and balanced curriculum, through a wide range of whole class, group and individual support to ensure equality of access for all, enabling all children to fulfil their potential.

Every teacher has a professional responsibility to understand fully and meet the needs of all pupils in their class, as stated in the Code of Practice.

Staff with SEN responsibility

Name	Job Title	Responsibilities
Mrs R Bartrum	Inclusion Manager	To oversee the whole school development of SEN provision. To liaise with pupils, parents, teachers and external agencies and to co-ordinate plans and provision for SEN needs, including pupils attending the Resource Provision. Responsibility for pupil mental health.

Mrs A Weaver	Principal and Safeguarding Lead	Overall responsibility for SEN and safeguarding.
Miss K Williams	SEN Governor	To work in conjunction with Inclusion Manager and Principal as a governor with specific responsibility for SEN.

Aim

At Hungerford Academy we aim to raise the aspirations and expectations for all pupils with SEN with a clear focus on achievable outcomes for children in all aspects of their development.

Objective

Hungerford Primary Academy is committed to the identification of additional needs at the earliest opportunity. In liaison with the Inclusion Manager, the class teacher will identify area(s) of concern and, in conjunction with parents/carers, decide upon the most appropriate course of action. Such responses range from placing the pupil on the First Concerns register and closely monitoring progress in the given area, to writing an SEN support plan and liaising with external agencies. Where a child's needs have already been identified, ongoing termly reviews of SEN support plans/EHCP are undertaken. The staff at Hungerford Primary Academy are kept abreast of current practice and procedures, including the Graduated Approach. The Inclusion Manager delivers regular training and updates through staff meetings and inset to ensure that staff have a thorough understanding of both the Code of Practice, as well as Local Authority strategies, such as the Cheshire East SEN Toolkit.

The progress of individual children is regularly monitored through both summative and formative assessments, support plans for children on SEN Support and SMART targets for pupils with an EHCP. Both SEN support plan and EHCP targets are reviewed on a termly basis by the class teacher and parents, as well as the Inclusion Manager. Children who are significantly below national expectations for the age are tracked using PIVATs, through which differentiated outcomes are also delivered.

The Inclusion Manager is a full-time, non-teaching member of staff. This enables support to staff to be provided through observations and advice as required, as well as monitoring and evaluating SEN provision as per the school development plan.

Parental Involvement

Hungerford Primary Academy is wholly committed to working in partnership with parents/carers in order to ensure that each child meets his/her potential. All staff are committed to ensuring that parental views are actively sought and that actions are taken, as appropriate for the child, in order to develop strong, working relationships. It is felt that this relationship and the trust it instils are essential to successfully meeting any additional need.

To this end, school operates an open door policy and welcomes parents into school to discuss their children and needs. In addition to this informal approach, parents of a child who is on the SEN register are invited into school on a termly basis to talk through their progress.

Additional support is also offered through our Family Support Workers who work closely with parents and pupils to support any difficulties experienced either at home or school.

Identifying Special Educational Needs

Definition: Pupils are considered to have special educational needs if they experience a barrier to their learning resulting in the need for provision that is additional to and different from the education provided for their peers. Such barriers can result in one or more of the following:

- Have significant problems that hinder/prevent him/her from learning or benefiting from the typical education or educational facilities provided for the majority of his/her peers.
- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Need different or additional educational provision to that generally provided for his/her peers.

There are four area of need that such barriers come under, namely:

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

Cognition and Learning:

This area of needs relates to a pupil's ability to make progress in line with their peers in academic subjects. For example, they may have a specific learning difficulty such as dyslexia. Specific strategies will be implemented to ensure that the pupil is able to access their learning as successfully as possible. Such provision could include resources such as intervention programmes (including IT programs) and practical resources such as rainbow alphabets, coloured paper and writing aids, as well as precision teaching.

Communication and Interaction:

This area relates to speech and language difficulties, as well as areas of need such as Autistic Spectrum Condition (ASC). We have half termly visits from a Speech and Language Therapist who assesses and writes programmes for pupils with an EHCP. Teaching Assistants deliver SALT care plans for both EHCP children and those seen in clinic who do not have an EHCP. In addition to this, the Inclusion Manager has half termly consultations with Cheshire East Autism Team (CEAT) to gain additional support and advice in relation to provision for children with social communication difficulties or an ASC diagnosis.

Social, Emotional and Mental Health:

Hungerford Primary Academy is very fortunate in that we have a seven place Resource Provision specifically for children who have an EHCP for this area of need. As a result, there is a very high level of expertise in supporting children who have such difficulties. The school has the bronze Award for Attachment and Trauma Sensitive Schools' award, reflecting our commitment to ensuring that trauma informed practice is at the core of the support we offer.

This area of need also includes Attention Deficit Hyperactivity Disorder (ADHD). There are several children with diagnoses within school, some of whom are medicated. School works very closely with parents to monitor the impact of medication and where necessary can administer a lunchtime dose, as per directions by the pupil's paediatrician.

Hungerford have weekly meetings and fortnightly consultations with the Mental Health Support Team who are able to provide additional support and guidance for pupils with specific mental health difficulties. One of our Family Support Workers is a qualified ELSA and delivers weekly interventions to pupils with identified mental health difficulties at Tier 2. Reference here is made to the Mental Health for Children Policies.

Sensory and/or Physical:

Physical needs include visual and hearing impairment, as well as conditions such as epilepsy, cerebral palsy and chromosomal disorders. We have half termly contact with a Teacher of the Deaf who supports our HI pupils. Staff receive regular training on supporting children with epilepsy, as well as asthma. Alongside the class teachers, the Inclusion Manager works closely with the school nurse, continence nurse and physio and occupational therapy services in order to ensure that all needs are thoroughly met.

Any such physical or medical difficulties are discussed when pupils are admitted to the school and appropriate steps taken to ensure that all needs are fully understood by staff. As with all other areas of need, there are regular reviews and monitoring of progress with parents, appropriate health care professionals and school staff.

Sensory needs also include sensory processing difficulties, which are often associated with autism and ADHD. All staff have received training on how to identify and support children with sensory processing difficulties. We have regular contact with the Occupational Therapy service responsible for supporting pupils with such difficulties. For information relating to accessibility, please refer to the school's accessibility policy.

Practice

Our aim is to include all members of our school community, irrespective of need, in order that all pupils have opportunities to positively contribute to the life of the school.

We aim to do this by:

- Providing opportunities for success at all levels.
- Providing a supportive environment where a pupil is not afraid to make mistakes.
- Differentiating the tasks so that there is a good match between the child's ability and the task.
- Being flexible in our teaching styles – not all children learn in the same way – the child should be taught the way he/she can learn.
- Celebrating success – make the child feel important by sharing in their achievements.

Roles and Responsibilities Class

Teachers:

- The Class Teacher is responsible for the initial identification of a pupil's SEN through observations and on-going assessments.
- It is the Class teacher's responsibility to inform the Inclusion Manager of their concern. A decision will be made together, to decide upon the most appropriate level of support. Reference is made to Cheshire East Toolkit at this point to determine whether the level of need is at First Concerns, SEN support or Complex.
- The Class Teacher invites parents/guardians to a meeting (with the Inclusion Manager where necessary) to discuss concerns, and decide on a plan of action. This will either be First Concerns or SEN support plan paperwork and will clearly identify actions to be taken.
- At this meeting, a review meeting for the following term is set. If a meeting is required in the interim, this is arranged.

Inclusion Manager (IM):

- It is the IM's responsibility to collect and collate all available material and information held by the school. They may also undertake or arrange further assessment.
- The IM will monitor the work of the Class Teacher, to ensure that appropriate targets have been identified and provision to support the pupil is in place.
- The IM will ensure that all TA staff supporting children with additional needs have the appropriate training and means to do so.
- The IM will host EHCP Annual review meetings and will attend any SEN support plan meetings, as appropriate.
- The IM will identify and disseminate resources in order to reduce barriers to learning.
- Provide advice and support to the Class Teacher, and contact outside agencies for advice as appropriate.
- Arrange additional support where appropriate, and as the budget allows.
- In consultation with the Principal, and outside agencies, make the decision to proceed to request formal assessment, where necessary.

Levels of support:

Reference is made here to the Cheshire East Live Well site, where the SEN Toolkit can be found. This outlines all areas of needs and the levels within each. All members of staff are familiar with the Toolkit and use this to ensure provision is correct in order to meet need. <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-anddisabilities/education/supporting-send-in-education/send-toolkit.aspx>

First Concerns

For a child who there are some concerns over but it is felt that a period of further observation or support in line with high quality teaching is required, a child may be placed at this stage. They are not on the SEN register held by the school at this stage.

SEN support plan

Where the support required in order for the pupil to make progress in line with his/her ability is additional or different from the provision typically needed, an SEN support plan will be written. This is completed in conjunction with the pupil and parents. It provides a detailed outline of the strengths and needs of the pupil, as well as their views. It also identifies SMART targets in relation to the areas of need, which are agreed with the parent(s)/carers and reviewed on a termly basis. At this stage, the pupil is placed on the SEN register.

Where the level of need is more complex, advice from external agencies may be sought, for example CEAT or the Educational Psychology service. The advice received then forms part of the plan.

In the majority of instances, this level of support will be sufficient in order for the pupil to make progress in line with their ability. However, where it is clear that further additional and ongoing support is required, the Inclusion Manager will use the SEN support plan and supporting documentation from other agencies involved with the pupil, to make a request for a Needs Assessment.

The request for a Needs Assessment is submitted to the Local Authority who will make a decision at triage or a panel meeting. If it is agreed that an assessment is necessary, the LA then have 20 weeks to complete the assessment and write the EHCP, where appropriate.

EHCP

An Education, Health and Care plan is a legal document which states what the pupil needs in order to be able to make as much progress as is possible. It is written in line with the advice of an Educational Psychologist who will have completed assessments and observations on the pupil. SMART targets will be written in line with the plan and reviewed on a termly basis with the parents. An annual review, where the full document is reviewed alongside the pupil's progress, is completed by all agencies involved. Where an agency is unable to attend, a report is submitted.

An EHCP can be written for anyone aged between 0 and 25 years. Where the needs are no longer evident, the plan would cease accordingly.

Links with Other Schools

Hungerford Primary Academy is part of the St Bart's Multi Academy Trust. There are regular SEN meetings of all the Trust's schools where policy and practice are discussed.

The school is also part of a Crewe cluster of schools, all of whom are feeder primary schools to Sir William Stanier High School. The cluster meets twice per term with a CEAT teacher and twice per term with an Educational Psychologist to review cases and raise any new concerns.

Visits are made by parents/carers, pupils, and in some cases the SENCO, to view prospective schools prior to the transition review. A planned programme of visits is made to the school during the Summer Term.

Staff liaise with all secondary schools that pupils transfer to. In addition to transferring records and work books, time is spent with the Head of Year 7, pastoral staff and the SENDCO, as appropriate. For pupils who are considered more vulnerable, for example, they have an EHCP or a personal matter impacting on their ability to cope, an enhanced transition will take place.

Links with External Agencies

The school works closely with a wide range of external agencies to ensure the best possible outcomes for each pupil. These include:

- Community Paediatrics
- Educational Psychology service
- Speech and Language Therapy service
- Physiotherapy service
- Occupational therapy service

- CEAT
- Social care (including Early Help)
- Hearing Impaired Specialist
- Visually Impaired Specialist
- CAMHS (Child and Adolescent Mental Health service)
- ADHD service
- Virtual School (for cared for children)
- Mental Health Support Team

Reporting to Governors

The Inclusion Manager provides a termly report to the governing body, which forms part of the Principal's report. This evaluates the success of SEN provision through both qualitative and quantitative evaluations. The Inclusion Manager also meets regularly with the SEN Governor to evaluate progress against the SDP pertaining to SEN.

In-service Training

Alongside the Principal, the Inclusion Manager identifies training needs all of staff relating to SEN. Such needs are included in the SDP as well as Performance Management targets, where appropriate. Training is delivered by the Inclusion Manager, health care professionals, the Local Authority as well as other professional bodies.

Complaints Procedure

Complaints from parents of pupils with SEN concerning the level of provision made at school should be made in the first instance to the Class Teacher, who will follow up with Inclusion Manager. Should the concern still remain, parents are able to contact the Inclusion Manager and beyond this the Principal. If the concerns remain unaddressed, parents can contact the Governing body in line with the school's complaint procedure.

Resource Provision

Hungerford Primary Academy has a seven place Resource Provision for pupils with an EHCP for SEMH as their primary need and this is the responsibility of the Inclusion Manager.

Further information on RP can be gained from the Resource Provision policy.

Behaviour Management for pupils who have SEN:

Hungerford Primary Academy has a very effective Behaviour Management Policy which strongly promotes and celebrates pro-social behaviour. This policy is appropriate for the vast majority of pupils who have any additional needs.

There are some pupils within the school community whose social, emotional and mental health needs mean that adjustments to the policy are required in order that they can make appropriate progress in this area. It is acknowledged that such needs often mean that children's developmental stage is not in line with their chronological age and as such, a primary behaviour management policy is less effective.

For any pupil with additional SEMH needs, a Reducing Anxiety Management Plan (RAMP) is written, alongside a 5-point scale.

In addition to this, FAGUS assessments are carried out in order that specific intervention can be implemented to ensure as much progress in these areas can be made as possible.

If a pupil causes physical harm to others or damages property, they have the opportunity to have some time away from learning to regulate, either with a key adult or by themselves, as appropriate. In extreme cases the Principal reserves the right, in agreement with the Chair of Governors, to exclude any child if their behaviour warrants such an action. When this occurs, a reintegration meeting takes place with the pupil and parents on his/her return in order that any necessary adjustments to provision can be made.