



Horndon-on-the-Hill Church of England Primary School

SEND Policy

April 2022

**We are all part of God's family. Through trying our best in all we do, we
find a sense of belonging.**

***1 Corinthians 12:27 - All of you together are Christ's body, and each of
you is a part of it.***

Respect, Honesty, Thoughtfulness, Courage, Responsibility

Signed-----

Chair of Governors

Date approved-----May 2022

Date to be reviewed-----May 2024

Equality, Equity, Democracy, Self-help, Self-Responsibility, Solidarity

HORNDON ON THE HILL C. OF E. PRIMARY SCHOOL

POLICY FOR SPECIAL EDUCATIONAL NEEDS

Introduction

THIS DOCUMENT IS a statement of the aims, principles, and strategies for Special Educational Needs at Horndon on the Hill C. of E. Primary School. The SEND (Special Educational Needs and Disabilities) Offer of the School is provided as an appendix to this document.

It was reviewed during the Spring Term 2020

At Horndon on the Hill we are committed to providing an appropriate and high-quality education to all pupils. We believe that all pupils, including those identified as having special educational needs, have a universal entitlement to a broad and balanced curriculum, which is accessible to them and to be fully included in all aspects of school life.

Definition

We define Special Educational Need using the definition given in the 2015 Code of Practise:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

We further define learning difficulties by following guidance from the Code of Practise;

“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 most others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind provided for others of the same age.”

Aims

At Horndon on the Hill Primary School we aim to provide an environment which is both secure and stimulating, and we treat each pupil as an individual and encourage the development of his/her intellectual, creative, moral, and social skills to the full to enable them to be part of the wider community.

We offer a varied curriculum providing opportunities for each pupil to contribute fully to the life of the school. In addition, we seek to:

- Identify any learning needs at the earliest point possible.
- Provide support for all children with special needs delivered in the way that best meets their needs.
- Give children with special needs access to a broad and balanced education within the framework of the National Curriculum.
- Enable children to reach and fulfil their potential in all areas.
- To promote social integration and inclusion during all parts of the school day.

Principles of Special Educational Needs Provision

We recognise that special educational needs provision is important because the needs of individual children are best appraised within a whole-school context in which each child

has equal, though differing, access to curriculum and other opportunities offered by the school.

We offer an inclusive curriculum with considerable flexibility so that pupils with diverse learning needs can make progress.

We recognise that meeting Special Needs involves the collective responsibility of teaching and non-teaching staff, parents/carers, pupils, governors, support services and Thurrock Education Services.

The person responsible for co-ordinating the day-to-day provision is Mrs G. Bray. Special Educational Needs Co-Ordinator (SENCO).

The role of the SENCO is to oversee the day-to-day operation of the Special Needs Policy and to:

- co-ordinate provision for children with Special Educational Needs and maintain the SEN register
- Manage and co-ordinate the intervention programmes
- Liaise with and advise fellow teachers
- Manage Teaching Assistants to ensure SEN pupils receive appropriate support.
- Oversee the records including group/individual Education Plans on all SEN pupils.
- Liaise with parents/carers of children with Special Educational Needs.
- Contribute to in-service training of staff.
- Liaise with external agencies, including Thurrock Education Services.
- Monitor children's progress.
- Manage the SEN budget.
- Liaise with the Governing Body through the link Governor
- Take part in Trust SEND meetings

The Headteacher's role is to

- Monitor the Special Educational Needs provision throughout the school through the scrutiny of weekly planning, observations of intervention programmes, sampling of pupil's work and reviewing the progress towards targets set.
- Keep the governing body informed, through regular reports.

Admission Arrangements

At Horndon on the Hill Primary School we operate an open admissions policy. All children are welcome at the school, regardless of educational or physical ability. In the event of over-subscription, the Governing Body adheres strictly to procedures set out in our Admissions Policy, as agreed with The Diocese.

Resources and Facilities for Special Educational Needs

Classroom resources are the responsibility of class teachers who ensure that there is a range of appropriate, accessible, and labelled materials available. Specific learning resources are purchased as and when required in consultation with the SENCO.

Specified areas are available to use for intervention programmes where children withdrawn from class may work under the supervision of a Teaching Assistant (TA) as directed by the Class teacher.

A range of resources are available to support a variety of intervention and support programmes, including

- Intensive Interaction (Speech and Language)
- Song of Sounds (phonics)

- Numicon (mathematics)
- Alpha to Omega (support for dyslexia)
- Socially speaking (Social skills)
- Gym Trail (Fine and gross motor skills)
- Behaviour and wellbeing (Social, emotional and mental health)
- Speech link and Language link screening tools

In addition, there are several ICT resources to support SEN pupils available on the pupils and staff computers and tablets such as Nessy an online phonics and reading programme.

The school also employs a counsellor who works for half a day per week supporting children to manage their emotional needs.

The SEN budget is the responsibility of the Curriculum and Pupil Related Committee which will make recommendations to the full Governing Body and is maintained by the SENCO. Provision mapping should be used to support the allocation of resources, including additional adult support in the classroom and access to intervention programmes.

Identification and assessment arrangements

The school's Teaching and Learning policy details the assessment expectations and data cycle which is used to identify pupils working below expected levels. This system of regularly recording the progress of all children through observations and assessments (both formal and informal) is used to identify children who are not working at expected levels and who may have additional needs.

It includes reference to information provided by the following assessments

- Foundation stage Profile
- Progress measured against National expectations in Literacy and Numeracy
- National Curriculum descriptors at the end of a Key Stage
- Standardised screening and assessment tools such as the Dyslexia screener/Speech Link/Language Link
- Observations of behavioural, emotional and/or social development
- Existing information or assessments previously made by a specialist service e.g., educational psychology or medical service

Identification

It is important that additional needs are identified at the earliest opportunity for children to ensure any gaps do not widen. New children to the school are routinely screened using Speech Link and Language Link to identify any support they may require with their speech and language needs. Screening is carried out in Reception Class during the spring term and again in the autumn term of Year 3. Children who have been identified, as needing extra support in the classroom should be notified to the SENCO by the Class Teacher and arrangements made to inform the parents.

When planning teachers should consider the needs of their SEN pupils and provide appropriate differentiated tasks and activities – details of which should be shared with the teaching assistant. The differentiation may involve modifying learning objectives, teaching styles and access arrangements. Under these circumstances a child's needs should be provided for within the whole class planning frameworks demonstrating group and individual target setting where appropriate.

Monitoring of targets and progress towards them should be carried out by the class teacher and information used to inform future differentiation within the whole class planning. Pupil progress will also be monitored by the Senior Leadership Team at their half termly progress meetings.

The child's progress should be reviewed at the same intervals as for the rest of the class and decisions made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach the child may be placed on the SEN register at School Support.

Children will have provision for their common needs met within the class, often within in a small group, as well as some individualized support for their more unique needs, as appropriate. Provision will run concurrently with differentiated curriculum support. The group may be taught by the class teacher and supported by a TA. The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO. Regular monitoring should take place to inform when it is appropriate to change targets and support the differentiated curriculum.

Interventions in the key areas of speech and language, phonics, math's, reading and social and emotional skills are run weekly with one LSA taking the lead for an area. They then provide targeted intervention for children with long term needs across the school.

As part of the review process, the SENCO and class teachers, in consultation with the parents/carers, may conclude that despite receiving an individualized/group programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions.

School request for an Education, Health Care Plan (EHCP)

For a child who is not making adequate progress, despite a period of high-level support and intervention, and in agreement with the parents/carers, the school may request the LEA to make a statutory assessment to determine whether it is necessary for the child to have an Education and Health Care plan.

The school is required to submit evidence to the LEA whose panel makes a judgment about whether the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LEA's current criteria for decision making regarding EHCPs.

Planning, provision, monitoring, and review processes continue as before while awaiting the outcome of the request.

Education and Health Care plan

A child who has an Education and Health Care plan will continue to have additional support and intervention that is provided using the funds from the school budget and the additional funding made available through the EHCP.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

The School's Arrangements for SEN Training

- The SENCO attends regular Local Authority meetings to update and revise developments in Special Needs Education.
- In-Service training and individual professional development are arranged to meet the needs of staff working with pupils within the school.
- In-house additional needs and Inclusion training is provided through staff meetings

by SENCO.

- All staff have access to professional development opportunities and can apply for training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development
- Work is carried out alongside Trust SENCOs (Special Educational Needs Co Ordinator) to identify areas of good practice and share these, to provide CPD (Continuing Professional Development) (Continuing Professional Development) and to look for any similarities between cohorts.

The use made of teachers and facilities from outside the school, including support services

The Educational Psychologist visits the school (according to timetable), following discussion with the SENCO as to the purpose of each visit. Teachers from the Sensory Impairment Team work in school to support children, both with and without EHC's, who have vision or hearing impairment.

The SENCO liaises frequently with several other outside agencies, including:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy
8. Treetops Outreach ASD (Autistic Spectrum Disorder) Service
9. Beacon Hill outreach & ICT service
10. Hearing impaired service
11. Visually impaired service
12. EWMHS (Emotional wellbeing and mental health service)
13. School wellbeing service (mental health)

Parents/carers are informed if any outside agency is involved with their child.

Monitoring and evaluating

The Headteacher reports on a termly basis to the Governing body, as part of the Headteacher's report, the number of pupils on the SEN register and provides a summary of the intervention programmes and their impact. He meets on an annual basis with the Governors responsible for SEN to review the school's current policy and procedures.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.