



# Hilton Spencer Academy

## Special Educational Needs and Disability Policy

(September 2021)

### AIMS

The aims of Hilton Primary School link with those values derived from the statement of Principle adopted by the Local Education Authority and guided by the Code of Practice for Special Educational Needs 2014.

At Hilton Primary School we are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils.

Our curriculum is broad, balanced and relevant to a changing society. Our children are actively engaged in their learning. We aim to ensure all children, including those with special educational needs and disabilities, have full curriculum entitlement and access. All members of the school work to maximise integration commensurate with meeting individual needs, the highest quality of education for all students and the efficient use of resources. To support these aims, the following structures, procedures and systems are in place.

### ADMISSION ARRANGEMENTS

Admission arrangements are determined by the Local Authority. We would not discriminate against the admission of any child on the grounds of his/her Special Educational Needs or Disability.

For pupils with statements of Special Educational Needs or Education, Health and Care plans the LA determines admission, having regard to parental preference and in consultation with our governing body.

Places at Hilton Primary School are allocated according to the governors' admissions policy which does not allow for any discrimination for or against the admission of a child to the main school on the grounds of their Special Educational Needs or Disability.

## **SPECIALIST PROVISION**

Although we have no specialist unit or provision for pupils with specific difficulties, Hilton Primary School is an inclusive school. Our modern school has provisions and features in its design to meet with the needs of the pupils who are admitted.

## **FACILITIES AND EQUIPMENT**

Being a modern school, the buildings, access and facilities are of a high standard. A development plan for Special Educational Needs and Disability will be produced by the SENCo. This will set the main priorities for develop for SEND provision.

A dedicated learning support room has been set up to provide an area for interventions and meetings. There is also a separate nurture ('The Ocean Retreat') room which provides a location for nurture groups and positive play sessions, and a behavioural support room known as 'Appletree Room.'

Specific resources for Special Educational Needs are purchased and added to over time. These resources are housed throughout school to best meet the needs of the current cohort.

The school has regard to the Equality Act 2010.

The Accessibility Plan is reviewed annually.

## **HOW RESOURCES ARE ALLOCATED AMONGST PUPILS WITH SEN**

The Standards Fund is used to develop expertise in the area of Special Educational Needs and Disabilities. The aims for professional development, outlined in the school improvement plan, inform training in Special Educational Needs strategies. When Special Educational Needs is identified as a school priority, allocation will be specific and the budget and spending will be established.

The school receives funding for pupils with Special Educational Needs and Disabilities through the Local Authority. This funding is to support work with pupils with and without an Education, Health and Care Plan (EHCP). The allocation is made following needs analysis discussions and work between the senior management team and the governors. The funding is used to purchase classroom support and resources.

## **ARRANGEMENTS FOR PROVIDING ACCESS BY PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES TO A BALANCED AND BROADLY BASED CURRICULUM (INCLUDING THE NATIONAL CURRICULUM)**

All pupils in school study a full range of subjects, including the National Curriculum. All teachers recognise their responsibility to provide access to the curriculum for all pupils in their class.

The school planning policy stresses the importance of planning for assessment and differentiation at both the medium and short-term stages. We aim to provide work that is matched and therefore accessible to the broad range of pupils we teach.

The in class support provided by teaching assistants, SSEN (Support Service Special Educational Needs) and other agencies is carefully considered by each class teacher when planning in order to ensure all pupils with Special Educational Needs and Disabilities continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will ensure that this does not affect the pupil's access to the full range of curriculum activities.

Differentiation will be provided in a range of ways, depending upon which is most appropriate, and will include but is not limited to; differentiation by task, by ability grouping, by the level of adult support, by the level of expectation, by the allocation of appropriate resources or by outcome.

## **ARRANGEMENTS FOR INCLUSION**

All aspects of school life are available to children on the school's Special Educational Needs and Disabilities register. Where special arrangements are required these will be made (e.g. extra support in PE).

## **HOW PUPILS WITH SPECIAL EDUCATIONAL NEEDS ARE IDENTIFIED AND THEIR NEEDS DETERMINED AND REVIEWED**

Pupils with Special Educational Needs and Disabilities are identified as early as possible.

To ensure that pupils Special Educational Needs and disabilities are known to us at transfer and known to schools to which they will transfer, a clear common system of record keeping and communication is to be followed.

A process for identification, assessment and provision in accordance with the Code of Practice (2014) has been established. The approach recognises that there is a continuum of Special Educational Needs and that the majority of pupils with Special Educational Needs and Disabilities will be supported at the SEN support level.

### **1. Initial Concerns**

The class teachers identify pupils with additional needs and consult the SENCo, gather information and take initial action to address those needs by differentiating class work. Parents are consulted. Where concerns or needs remain after initial support and differentiation, a child will be placed on the Learning support register.

## 2. SEN support

SEN support is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEN support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy and numeracy skills
- Show persistent emotional / behavioural difficulties which are not affected by behaviour management strategies
- Have sensory / physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and / or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

The involvement of external services will be sought as required after full consultation with parents. External support services will advise on provision and provide specialist inputs to the support process.

Advice from external agencies will be sought when a pupil

- Still makes little or no progress in specific areas over a long period
- Continues to work at a National Curriculum stage considerably lower than that expected for a pupil of a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The resulting provision map will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

### 3. Request for Education, Health and Care Plan Assessment

The school will request assessment for an Education, Health and Care Plan from the LA when there are concerns regarding any two of the categories from education, health and social care.

The school will request assessment when despite an individualised programme of sustained intervention within SEN support the pupil remains a significant cause for concern. An EHCP assessment might also be requested by a parent or outside agency.

The school will have the following information available:

- The intervention at SEN support
- Current and past provision maps
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Attainment and progress information
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

### 4. Education, Health and Care plan

An Education, Health and Care Plan will normally be provided where, after an assessment period, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for EHCP assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in a provision map
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

### **GRIP funding**

A source of funding is available to enable schools to access a higher level of funding without the necessity to request an EHCP for pupils with significant barrier to learning. If additional funding is needed to support the needs of a pupil who meets this criteria, the

class teacher and the SENCo will formulate an application for additional funding from the LA.

## **EHCPs**

EHCPs must be reviewed annually (biannually for Early Years children). The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews.

The SENCo will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- The Local Inclusion Officer
- The Educational Psychologist
- Any other person considered appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year.

At end of Key Stage 2 transition reviews receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCo will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

## **PARTNERSHIP WITH PARENTS/CARERS**

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing

- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Derbyshire IASS and any other support services they could access.

## **INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition pupils who are identified as having SEN are invited to participate in:

- Setting of targets
- Regular meetings with named adults
- Working with adults in small groups and one-to-one sessions
- Annual reviews

## **LINKS WITH EDUCATION SUPPORT SERVICES**

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils at SEN support any one or more of the following agencies may be involved:

- Educational Psychology Service EPS
- Educational Welfare Service
- Behaviour Support Service
- Physical and Sensory Support Services

The SENCo will maintain links with other schools SEN specialists through the SENCO network meetings.

## **LINKS WITH OTHER SERVICES**

Effective working links are maintained with:

- Speech and Language Therapy Service
- Occupational and Physiotherapy
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding

- Parent Partnership Service

## **TRANSITION**

We are working to develop links with John Port High School. The Year 6 and 7 staff meet to discuss all children who will be transferring. The SENCo also meets with the SENCo at John Port to discuss those children who are transferring and who have special educational needs. All school records are sent to ensure that new staff are as informed as possible about a child's special educational needs and disabilities. Additional internal transition between year groups is provided where appropriate, this may be through social stories, extra class visits and additional time to meet new staff.

## **ROLES AND RESPONSIBILITIES**

### The Head Teacher will:

Set high expectations and monitor teaching and progress.

Encourage a whole school approach and keep parents, governors and all support staff well informed.

- Support the co-ordinator and individual teachers.

### The Governors will:

- Be kept well informed by regular reports from the SENCO and the head teacher.
- Support staff in implementing the school's policy for special educational needs.

### The SENCo will:

- Work alongside the Head teacher to monitor and evaluate special educational needs.
- Identify INSET needs, monitor and deliver INSET.
- Offer support and advice to teachers on completing provision maps, resources available and possible teaching strategies.
- Refer children to outside agencies when necessary.
- Liaise with staff, governors, outside agencies, parents etc.
- Maintain the Learning support register.
- Attend SENCO briefings, meetings and courses as appropriate.
- Be responsible for organising annual review meetings.
- Refer children for EHCP assessment as necessary.

### Teachers will:

- Set SMART targets to enable each child to experience success.
- Provide appropriate learning opportunities, resources and support to allow each child to access the curriculum.
- Report progress to parents and keep parents informed at all times.
- Liaise with SENCo if additional support/advice is needed.

### Pupils will:

- Feel confident and enjoy their work.
- Be involved in planning their own provision and take responsibility for working to meet their targets.

### Support staff will:

- Be included in appropriate training where appropriate.

- Feed back to the class teacher any difficulties which may arise.

Parents will:

- Be aware of the special educational needs and disability policy.
- Work with the teacher to support their child at home.
- Be well informed of their children's progress through regular meetings.

## **DEALING WITH COMPLAINTS**

Parents are encouraged to discuss any problems or concerns with school. These should be raised initially with the pupil's class teacher. Most problems can be resolved in this way, but if this does not happen, parents may raise concerns with the Head teacher. If necessary parents may complain to the governors and, if they are still dissatisfied may take their complaint to the LA.

This policy will be amended to incorporate any statutory changes and reviewed as part of a rolling programme in September 2022.

Claire Wright  
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