



Special Needs Policy

Rationale

At Hilton Academy we understand that all teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. We also realise that most children may at some point present with a special educational need, either short term or long term. Therefore, they will require further support above and beyond, and in addition to quality first teaching approaches and targeted classroom practice. These children may exact targeted and individualised support, within or outside the classroom. They, with signed permission from parents/ guardians, will be placed at **SEN Support** on the schools Special Educational Needs (SEN) List.

We believe that every child is individual and here at Hilton academy we value each unique quality, which makes every child special. Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning. We follow a diverse and creative curriculum, which takes in to consideration differing learning styles and aims to provide hands on, relevant experiences.

Hilton Primary Academy is committed to providing all pupils with a safe environment, where they can access a high quality education, be successful and become confident individuals. We wish to ensure that all children are equipped with a range of relevant skills, emotional resilience and proceed to make successful transitions into adulthood.

Aims

- To value all the pupils in our school equally.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- To recognise that it is the responsibility of all teachers to identify and meet the SEN of pupils. In this they can draw on the resources of the whole school.
- To provide advice and support for all staff working with pupils with Special Educational Needs.
- To know that every child is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To maximise the opportunities for pupils with special educational needs to join in with all the activities of the school
- To consider Special Educational Needs in all curriculum areas and all aspects of teaching and learning.
- To understand that good special needs practice is good practice for all pupils.
- To recognise that any pupil may encounter difficulties in school at some stage.
- To ensure that pupils and parents are fully engaged and involved in decision making.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.
- To work collaboratively with outside agencies to ensure that children requiring a higher level of support receive appropriate and necessary intervention.
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.

Guidelines

1. Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. We are committed to providing the best possible learning environment for all our children.

Governing Body

The Governing Body has specific responsibilities to:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs;
- Assign a SEND governor with specific oversight of the school's arrangements for SEND and disability
- Determine and monitor the key responsibilities of the SENCO.
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs;
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- ensure that all pupils with special educational needs join in the activities of the school so far as is reasonably practical, given the nature of their particular needs and the requirement to secure the efficient education of the general school population;
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

In doing so Governors have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools.

The Principal

The Principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Principal keeps the governing body fully informed and works closely with the school's SEN co-ordinator.

The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

The Special Educational Needs Co-ordinator (SENCO)

The Special Needs Co-ordinator's responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating provision for pupils with special educational needs
- Liaising with and advising fellow teachers on the graduated approach to providing SEN support
- Ensuring that pupil's needs are made known to all who are likely to teach them
- Managing learning support assistants
- Liaising with parents of pupils with special educational needs
- Liaising with the Designated Teacher where a Looked After Child (LAC) has SEN
- Liaising with Early Years providers, other schools, the Secondary school SENCO, educational psychologists, Health and Social Care professionals, SENTASS, Speech and Language Therapists and independent or voluntary bodies
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

The SENCO meets regularly with SENCOs in other schools which enable her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Co-ordination of SEND provision

The Special Needs Co-ordinator (SENCO) is [Mrs Loise Annal](#).

Mrs Annal is a qualified teacher who has been working at the school for 13 years. She has been in post as SENCO for 7 ½ years. She is also a Specialist Leader of Education (SLE) for SEN and a licensed Thrive practitioner. If you wish to contact the SENCO to discuss any concerns regarding your child she can be contacted by telephoning the school office, to make an arrangement, on 0191 2869297.

[Mrs Wendy Hall](#) is the Lead Practitioner for Dyslexia and supports individuals and groups of pupils both in class and through withdrawal for targeted interventions/ programs.

[Mrs Doreen West](#) is the Lead Practitioner for Speech, Language & Communication and delivers individualised programmes for pupils on a 1:1 or small group basis.

[Mr Andrew Roberts](#) is the governor responsible for Care Guidance and Support.

The link governor for SEN will liaise with the SEN Co-ordinator on a termly basis. The SEN co-ordinator will provide the link governor with reports as necessary.

[Mrs Shirley Davison](#), [Mr Craig Heeley](#), [Mrs Claire Maddison](#) & [Mrs Caroline Green](#) are the designated leads for child protection and looked after children.

[Mrs Shirley Davison](#) & [Mr Craig Heeley](#) is the designated member of staff responsible for managing pupil premium.

Care, Guidance & Support

Mrs Annal (SENCO) works closely as part of the Care Guidance and Support Team, which also includes;

Family Support Officer - [Mrs Louise Chisman](#)

Care, Guidance & Support Leader SENTA –

Pathways Team – [Mr John Quinn](#) (Thrive Practitioner) & [Ms Jyl Friggens](#)

[Mrs Nicola Antonuik](#) – KS1 & EYFS support

Attendance Officer – [Mrs Fran Dow](#)

We support our families with children with SEN, formally through review meetings and informally through our 'open door' approach. We are able to signpost to services and organisations, which may offer appropriate input or advice via the Local Offer.

2. Admissions and inclusions

Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the Local Authority (LA) admissions criteria.

3. Access to Facilities and Provision

Most of the school is wheelchair accessible and there is one toilet for disabled pupils or adults.

The governors will make every effort to accommodate a pupil's particular needs and work with the LA to improve facilities. Please refer to school's Accessibility Policy, which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

4. Allocation of resources

The Governors and Principal are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. The costs of the SENCO are set against the core or base budget of the school.

The school spends this money on:

- Learning support teachers and assistants
- Training for all teachers and learning support assistants so they can meet pupil's needs more effectively
- Specialist resources, books and equipment

The details of how individual pupils receive support are recorded on their Individual Education Plans and in the whole school provision map.

The school receives additional funding for pupils with allocated Top-up funding and pupils who have an Education Health Care Plan (EHCP).

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The degree and nature of support allocated to a particular child is based upon the nature and complexity of need involved.

5. Access to the Curriculum

All pupils are entitled to a broad and balanced curriculum to enable all children to access the learning. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate **differentiation**, which may include short-term support such as 1-1 and small group catch up sessions throughout the school.

The Governing Body ensures that it makes appropriate provision for all pupils identified as having need of special educational provision. A named governor is allocated to support the work of the Special Needs Coordinator.

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEN.

6. Differentiation

Differentiation is the process by which the curriculum and teaching input is adapted to enable all children to access the learning, and meet the individual child's learning needs. Pupils make progress at different rates, and learn in different ways. Their progress is regularly monitored and reviewed. If a particular pupil does not make adequate progress the school will do more to help, and it is at this stage that the child would be regarded as having a special educational need. The SENCO works with staff to ensure that those pupils who may need additional or different support are identified at an early stage. Pupils are only identified as having special educational needs if additional or different action is being taken. Teachers continue to have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning.

It is normal practice that all pupils, including those with a recognised SEN, are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

It is our intention that pupils with SEN are enabled and encouraged to take part in all aspects of school life, including additional activities and clubs as well as any wider community events.

7. Identification, Assessment, Planning and Review arrangements:

Pupils with an SEN get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation.

Hilton Primary Academy follows the graduated approach of **assess, plan, do** and **review** as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012).

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map / intervention map outlines all SEN support and is updated each term.

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

8. SEN support – four-part cycle

Early identification of SEN is crucial. Termly pupil progress meetings support the early identification of pupils who may have SEN. If there are concerns that a pupil is not making adequate progress, the class teacher will discuss these concerns with the SENCO and complete an initial concerns checklist.

Assess

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. The SENCO will review assessments regularly. Information from the pupil, parents, class teacher, Learning Support Assistants and where appropriate, professionals will help to inform the assessment.

Plan

The information gathered is used to decide what help may be needed and parents will be formally notified of their child's needs. This help is recorded in an Individual Provision Map. The Individual Provision Map records that which is additional to, or different from, the differentiated curriculum and focuses on 2/4 individual targets that match the pupil's needs. Agreed interventions/ support, adjustments and a review date recorded on the Individual Provision Map will be agreed with staff, parents and pupil.

Do

The delivery and assessment of the impact of the interventions, recorded in the Individual Education Plan continues to be the responsibility of the **class teacher**. They will also continue working with the pupil on a daily basis and retain accountability for their progress and outcomes. The SENCO will advise and support as appropriate.

Review

The IEP is reviewed at least three times per year, on an agreed date, where the effectiveness of the support and interventions and their impact on the pupil's progress will be discussed. Adjustments and next steps will be decided accordingly and outcomes recorded. Pupils participate fully in the review process according to their age and abilities. Parents are also invited to participate in the target-setting and review process. This can take place during Parent Consultation sessions, or at formal SEN review meetings. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services;

- Educational Psychology Service
- School Health
- Speech & Language Therapy
- School Improvement Service (SIS)
- SEN Teaching and Support Service (SENTASS)
- Social Services and Looked after Children Team (when appropriate)

9. Additional Top-up Funding

If the pupil does not make adequate progress receiving additional support, and their needs exceed the nationally prescribed threshold (currently £6,000), the school may seek further funding, through an application to the Local Authority. Pupils and parents continue to be fully involved and are informed about the involvement of external agencies and proposed request for further funding. The range of support available with help from additional funding is similar to that made for **SEN Support**, but will typically be more intensive, individualised and sustained. Advice from outside professionals is incorporated into the Individual Provision Map and these professionals are invited to contribute to the monitoring and review of progress. The Individual Provision Map has fresh targets and strategies, which should be implemented at least in part in the normal classroom setting.

10. Education, Health and Care Plans

If a pupil's progress continues to demonstrate significant cause for concern, despite having taken relevant and purposeful steps to meet the pupils identified needs, the school and/or parents may consider requesting an Education, Health and Care Plan (EHCP- formerly known as a Statement of SEN).

Pupils that have EHC plans, in addition to the regular review of their Individual Education Maps, will also have their progress and the specific support outlined in their EHCP reviewed annually.

NB: Further details on provision for pupils with SEN can be found in the [SEN Information Report](#).

SEN Information Report

This report can be found on the school website. It outlines the provision Hilton Primary Academy provides for all pupils with SEN within the four broad areas of need;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

It may be worth noting here that behavioural difficulties are not classed as a Special Educational Need (See our Behaviour Policy). However, sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our SENCO to evaluate the case and seek additional support for a child, when appropriate.

Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs are explained in our EAL policy.

11. Complaints procedures

The schools' complaint procedures are set out in the school prospectus. Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and /or Principal becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

12. Arrangements for partnership with parents/ carers

Hilton Primary Academy School will always involve and inform parents when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them.

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs are treated as partners and supported to play an active and valued role in their pupil's education.

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs.

Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice. The child's class teacher works closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents are invited to attend and be involved in all reviews. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/ carers time to prepare.

The Family Support Officer, Louise Chisman, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Common Assessment Framework (CAF) is used to coordinate support for children and their families who have a range of needs.

13. Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances. They have their own views about what sort of help they would like to help them make the most of their education. They are encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Individual Provision Maps, discussions about choice of schools and transition processes. Pupils are involved in self-evaluation through pupil review forms, and inclusion in target setting on their IPMs. Pupils in Key Stage 2 can attend review meetings or part of them if they wish. The views of all pupils are highly valued.

14. Transition - Links with other mainstream schools and special schools

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. Transition is carefully planned and success is ensured by the full involvement of parents and pupils. Key information about SEN provision will be shared with the next school/ setting through the review process.

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.

13. Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils. *Questionnaire for parents of pupils with SEN, pupil views of additional and different provision they receive.*
- Regular meetings between SENCO, SENTA and head teacher / SENCO, head of year, subject leads
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- LA audit to externally validate provision and outcomes for pupils with SEN

14. Medical Conditions

A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the school nurse or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

Hilton Primary Academy school will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has a SEN, their provision will be planned and delivered in a co-ordination with their healthcare plan.

15. Staff Development

The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO.

16. Conclusion

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

17. Success Criteria

The success of the education offered to children with SEN will be judged against the aims set out above. The policy will be reviewed and amended annually and a report presented to the Governing Body.

This SEN and Disability policy will be reviewed and amended annually.

To be read in conjunction with:

- Accessibility Plan
- Safeguarding Policy
- Inclusion Policy
- Medicines in School Policy

Date: September 2016

Policy Sign Off:

This Policy is to be reviewed and approved by the Curriculum Committee.

Date of Committee Review	Date Approved by Governing Body	Date of Next Review
14 th November 2016	14 th November 2016	No later than 27 th November 2017