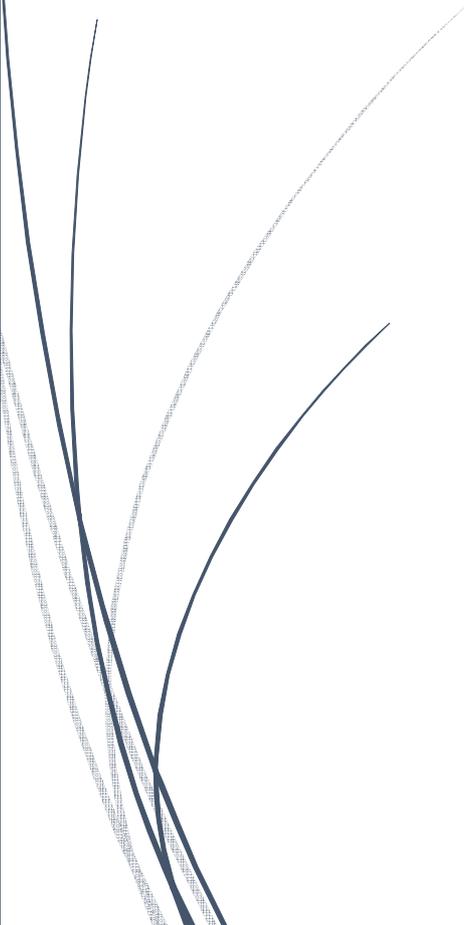




24/3/2017

Hudson Primary & Children's Centre Policy Documentation

SEN school offer



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HUDSON PRIMARY

Hudson Primary School SEN School Offer



At Hudson, 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 and in different ways;
- need a range of different teaching approaches and experiences.

Head Teacher: Mrs Craddock

SENCO: Mrs McNally

SEN Governor: Mr Garside

What is SEN?

Some children have barriers to learning that mean they have 'Special Educational Needs and/or Disabilities' (SEND) and require particular action by the school. These requirements are likely to arise as a consequence of a child having Special Educational Needs or disabilities. Teachers 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 help or different help from that given to other children of the same age. Children may have Special Educational Needs and/or disabilities either throughout or at any time during their school career.

The new Code of Practice (2014) SEN definition: "A pupil has SEN where their learning difficulty calls for additional that is normally available to pupils of the same age. (or) have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools, or mainstream post 16 institutions"

What should I do if I think my child has Special Educational Needs?

The school works closely with parents in the support of those children with Special Educational Needs or disabilities. We encourage an active partnership through an ongoing dialogue with parents.

You should speak to the class teacher if you feel that you have concerns about your child's progress. The class teacher is responsible and accountable for providing quality first teaching.

You may be directed to the school SENCO

Who and what is a SENCO?

With regards to children with Special Educational Needs and/ or disabilities, the Special Educational Needs Co-ordinator

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's Special Educational Needs and/or disabilities;
- supports and advises colleagues;
- oversees the records of all children with Special Educational Needs and/or disabilities;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the Special Educational Needs and/or disabilities provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with Special Educational Needs and/or disabilities;
- contributes to the professional development of all staff.

The SENCO can be contacted through school.

How does Hudson Primary know if children have a Special Educational Need?

During the general assessment of all pupils using assessment materials i.e. the Foundation Stage Profile, PIVATS, B Squared and mid term assessments the class teacher may suspect a child has Special Educational Needs and/or disabilities, which require differentiation on an individual basis. Through consultation with the SENCO, the class teacher may decide that if, in spite of

differentiation within the classroom, the child's progress remains limited, to discuss strategies and alternatives, and decide whether intervention is required. By limited progress we mean that:

1. The child makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
2. Continues working at levels significantly below those expected for children of a similar age in certain areas
3. Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques used by our school
4. Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
5. Has communication and/or interaction difficulties, and requires specific individual interventions in order to assess learning.

A termly pupil progress meeting takes place after mid term assessments, this is an opportunity for the head teacher to discuss each individual child's progress with the class teacher who then feeds back to the SENCO. At this meeting the class provision plan is updated. This involves tracking the progress of children and putting in place adequate resources and or support so that children fulfill their potential and have access to the curriculum.

How will the school let me know if they have concerns about my child's learning in school?

The class teacher will meet with parents to discuss support requirements and learning needs. If the support required is in addition to, or different from the differentiated curriculum the child will be placed on the SEN Register.

How does Hudson support all of their children's needs?

Hudson delivers outstanding quality first teaching to all children. Approaches vary depending on the needs of the pupils. Teachers will choose the adjustments they feel will support the pupils in their class.

Approaches to support Communication and Interaction

Approaches may include:

- Visual timetables and supports
- Outcomes modelled and demonstrated
- Clear classroom organisation, structures and routines
- Clear unambiguous language
- Opportunities to work independently without interruption
- Time provided for pupils to process language
- Teachers able to access and employ method of communication appropriate to pupil's need
- Clear and simple instructions
- Pre-teaching key language and subjects specific vocabulary.

Approaches to support social, emotional and mental health difficulties.

Approaches may include:

- Tactile sensory objects to calm student
- Time Out and Time Away arrangements
- Circle Time
- Understanding the methods to motivate a range of learners
- Recognition of sensory needs and appropriate adjustments made

- Positive regular communication with parents
- Clear rewards and sanctions-including motivators
- Consistent use of positive language
- Range of opportunities to support social and emotional development
- Class and school mediation strategies
- Clear and understood behaviour policy
- Consistent use of language and expectations by adults.

Approaches to support cognition and learning needs

Approaches may include:

- Differentiated curriculum, pertinent to pupils level of attainment and development- change to objectives, presentation and outcomes
- Reading material accessible to student
- Students can record their ideas in different ways
- Assessment of learning concepts- pupils know their next steps and how to achieve this
- Accessibility to personalised learning aids, such as word banks, number lines, memory prompts etc
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multisensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences.
- Booster groups
- Flexible groupings

Approaches to support sensory and/ or physical needs

Approaches may include:

- Environment adaptations to suit cohort or individual pupils
- Access to equipment to ensure mobility
- Awareness of seating positions to take account of sensory difficulties
- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentations of learning
- Effective use of resources and technology.

What happens if my child has a Special Education Need?

If your child has been identified as having a special Educational Need, the class teacher will plan and deliver a Support Plan with support from the SENCO. This will be reviewed twice a year with the SENCO, parents /carers and child.

What is a Support Plan?

The class teacher will plan and deliver targets set in the Support Plan and the agreed action to be taken, will reflect the professional opinions about the child's needs, of the class teacher and the advice gathered as appropriate from health and social service professionals and educational

psychologists. Alternatively or additionally support may be provided through resources or by support staff.

The targets outlined in a Support Plan will be discussed with the child and his/her parents and implemented as appropriate by the support staff in an individual or small group situation and reinforced by the class teacher in the normal classroom setting.

How is extra support allocated to children?

The SENCO is responsible for the operational management of the specified and agreed resourcing for Special Educational Needs and/or disabilities provision within the school. The head teacher informs the governing body of how the funding allocated to support Special Educational Needs and/or disabilities has been employed. The head teacher and the SENCO meet annually to agree on how to use funds directly related to statements. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

If a child requires additional of different equipment and or facilities, it may be necessary to request High Needs Funding from the LEA.

What specialist services and expertise are available at or accessed by the school?

The class teacher, support teacher and SENCO may agree that advice from external agencies is required. In this case it is the responsibility of the SENCO to liaise with parents and, with the agreement of the head teacher, refer a child for further assessment as appropriate from the Educational Psychologist, Inclusion Consultant, School Nurse, Behaviour Support Services, Speech/Language, audiologist, Health and Social Services, OSSME and CAMHS.

When will the support plan be reviewed?

After a term the class teacher and SENCO will review the child's progress. The parents will be invited by the SENCO to a review meeting to discuss their child's progress and next steps. The child and parents would also contribute to the review. It is important that the young person is consulted regarding their own educational needs and their viewpoint may be obtained and shared in a way that is appropriate to the age and development of the child.

What will happen if my child is making anticipated progress?

If the child's progress is satisfactory it may recommend that the child's needs be met by quality first teaching and the approaches listed to all of our children.

What is anticipated progress?

By anticipated progress we mean:

- The attainment gap between the child and peers has been closed
- Progress is similar to that of peers starting from the same attainment baseline
- Matches or better the child's previous rate of progress
- Ensures access to the curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrated improvements in pupil behaviour.

What happens if my child is not making anticipated progress?

Other and different approaches will be tried and further adaptations will be made to your child's teaching and learning. Further assessments or advice may be sought from other professionals and outside agencies.

What if my child's needs cannot be met by the resources and support within school?

If the professionals involved with the child agree that the strategies employed at this stage have failed to bring about improvements in learning or behaviour then it may be necessary to request assessment from an external agency which may involve applying for High Needs funding. Should a decision be made to request High Needs Funding, a review meeting will be arranged by the SENCO. At this stage the views of the parent, child, class teacher and relevant external agencies will be considered and the most appropriate course of action will be taken. Parents will always be fully involved in this process and their complete agreement is vital before any action is taken at this stage.

For a child to be considered for High Needs funding, the LA requires detailed documentation, evidence of support strategies and interventions that have been used in the treatment of the child's needs so far, together with recent assessment documentation from school and from outside agencies.

What if my child's needs cannot be met in this school or another mainstream school?

Should a decision be made to request an Education and Health Care Plan be made, a review meeting will be arranged by the SENCO. At this stage the views of the parent, child, class teacher and relevant external agencies will be considered and the most appropriate course of action will be taken.

In consultation with the head teacher, the SENCO will advise the Local Authority that an Education and Health Care Plan is required. Parents will always be fully involved in this process and their complete agreement is vital before any action is taken at this stage.

For a child to be considered for an Education and Health Care Plan, the LA requires detailed documentation, evidence of support strategies and interventions so far together with recent assessment documentation from school and from outside agencies.

After formal assessment, the LA may draw up an Education and Health Care Plan as a document drawn up by the LA and only occurs when the LA feels that the child requires provision beyond which the school can offer. This Education and Health Care Plan would determine the provision needed to meet the child's needs. School would be obliged to provide the support in accordance with the LA's recommendations.

The class teacher, with support from relevant outside agencies, will continue to be responsible for the implementation of the Education and Health Care Plan which will be reviewed annually. The young person and parents would contribute to this annual review as well as any other professionals currently involved.

How are all children included in all aspects of school life?

Risk assessments are carried out and procedures are put into place to enable all children to participate. However, if it is deemed that an intensive level of support is required a parent/carer may be asked to accompany their child.

How accessible is the School environment?

Hudson has disability access and is wheel chair friendly. As a school we are happy to discuss access arrangements and facilities.

How will my child be supported when they move classes or schools?

The school support my child's transition when moving to another class or school?

At Hudson transition meetings also take place between each class teacher in the summer term to pass on details of each child's specific needs and background information about their skills and achievements. This may include more sensitive information to ensure that teachers are prepared to receive their new class with knowledge of the range of learning disabilities and difficulties.

When the summer term arrives the SENCO, and Year 6 class teacher will work together to prepare the children for their transition process. Arrangements will be made for the children to visit their future secondary schools, and day trips to the schools will be organised. Transition group leaders from the secondary schools will also be invited in to become familiar with the children and alleviate any worries or problems. There will also be close discussions between the schools and the Year 6 teacher to discuss individual needs of children.

The Year 6 teacher and the SENCO will finally work closely together to prepare transfer forms for the secondary schools which usually include a pen picture of each child's specific needs and background information about their skills and achievements. Also included with this document are the child's Special Educational Needs and/or Disabilities File. This contains all documentation and records of Support Plans or correspondence with outside agencies.

What SEND training have the staff had or having?

Different members of staff have received training related to SEND. These have included: How to support pupils on the autistic spectrum.

How to support children with specific learning difficulties, including Dyslexia.

How to support pupils with social and emotional needs.

How to support pupils with speech and language difficulties.

How to support pupils with physical and co-ordination needs.

Team Teach Positive Handling Training

What happens if I am not happy with the support my child is receiving?

Please refer to our complaints policy.