



Last Review: Autumn 2015
Next Review due: Autumn 2016

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

Special Educational Needs & Disabilities
Co-Ordinator:

**Mrs Lynn Batson-
Senior Teacher**

**Named Governor with responsibility for
Special Education Needs & Disabilities:**

Mrs Keri Dumont

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This Policy complies with the statutory requirement laid out on the SEND Code of Practice September 2014 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 Sept 2014
- Schools SEN information Report Regulations 2014
- The national Curriculum in England Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

This policy was created by the SENCO with the SEN Governor in liaison with the staff and parents of pupils with SEND, to reflect the SEND Code of practice, 0-25 Guidance. It is available to all parents and families on the school website. www.hydeheath.bucks.sch.uk.

"Special Educational Needs & Disabilities refers to the needs of pupils which deny them maximum access to the curriculum and extra-curricular activities in school. The constraints may be any one or a combination of the following: physical, social, emotional, sensory or intellectual".

1 Introduction

1.1 This school provides a broad and balanced curriculum for all children. The New National Curriculum 2014 is our starting point for planning that meets the specific needs of individuals and groups of children. Teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have particular learning and assessment requirements that could create barriers to learning. Teachers and Teaching Assistants encourage children to identify their own preferred learning styles through our work on personalised learning. Children have their own Personalised Learning Logs and teachers take these needs into consideration in their day-to-day planning and assessments.

1.2 These needs & disabilities might arise as a consequence of a child having special educational needs. Teachers take account of the requirements and of children with SEND and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

1.3 Children may have special educational needs & disabilities either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs & disabilities takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

2.1 The aims of this policy are:

- to raise the aspirations of and expectations for all pupils with SEND
- to work with a clear focus on outcomes for all pupils

2.2 The Objectives of this policy are

- to create an environment that meets the special educational needs & disabilities of each child;
- to ensure that the special educational needs & disabilities of children are identified, assessed and provided for and to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff and parents in providing for children's special educational needs & disabilities;
- to provide strong teaching and a curriculum and school environment that enables all children to have full access to all elements of school life.
- To provide support and advice for all staff working with special educational needs pupils.

3 Inclusion

3.1 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;
- need a range of different teaching approaches and experiences

and make appropriate provision for all children.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy and numeracy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs & disabilities

4.1 Children with special educational needs & disabilities have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

4.2 The Special Educational Needs Code of Practice 2014 aims to put families and young people at the centre of discussions about support. It encourages joint planning and commissioning of services to ensure close cooperation between education, health services and social care.

4.3 In our school the Special Educational Needs & Disabilities Co-ordinator (SENDCO):

- manages the day-to-day operation of the policy;
- has a strategic overview of SEN and inclusion throughout the school
- co-ordinates the provision for and manages the responses to children's special needs & disabilities;

- Ensures SEND pupils receive their full educational entitlement and have access to the whole curriculum
- supports and advises colleagues and leads Continued Professional Development (CPD) as required;
- maintains the school's SEND register;
- contributes to and manages the records of all children with special educational needs & disabilities;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with parents of SEND children;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;;
- makes referrals and attends meetings with external and support agencies
- monitors and evaluates the special educational needs & disabilities provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs & disabilities.

5 The role of the Governing Body and the SEND Governor

5.1 The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs & disabilities. The governors ensure that all teachers are aware of the importance of providing for these children.

5.2 The Governing Body has agreed that children with special educational needs & disabilities will be admitted to the school in line with the school's agreed admissions policy.

5.3 The SEND Governor has a good general knowledge of SEN and our statutory duties.

5.4 The SEND Governor liaises regularly with the SENDCO to keep up to date with the needs of the children in our school.

6 Allocation of resources

6.1 The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs & disabilities and with Education, Health and Care Plans (EHC).

6.2 The headteacher informs the Governing Body of how the funding allocated to support special educational needs & disabilities has been employed.

6.3 The headteacher and the SENDCO meet annually to agree on how to use funds directly related to statements and EHCs.

6.4 For EHC Personal Budget guidelines see Appendix 1.

7 Identification and assessment

7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The Code of Practice 2014 describes the four broad categories of need - Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; and Sensory and/or Physical needs. The purpose of identification is to work out the action to be taken, not to fit a pupil in a category.

7.2 The class teacher and the SENDCO assess and monitor and formally record the children's progress in line with existing school practices.

7.3 The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

7.5 All teachers use high quality and accurate formative assessment and early assessment materials to judge the needs of all pupils. The teachers and SENDCO will consider all information gathered about the pupil's progress, alongside national data and expectations before deciding whether to make special educational provision.

7.6 Children who are identified as having a special educational need will be put on a SEN Support Plan. This replaces the old two stage model of School Action and School Action plus.

The SENDCO compiles a Provision Map of SEND support across the school.

8 Access to the curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
understand the relevance and purpose of learning activities;
experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. The school regularly and carefully reviews the quality of teaching of all pupils.

8.3 Teachers use a range of strategies to meet children's special educational needs & disabilities. Lessons have clear learning objectives and success criteria; we differentiate work appropriately), and we use assessment to inform the next stage of learning (see Assessment, Reporting and Recording Policy).

8.4 Pupils who need more than good class teaching and differentiation will be put on a SEN Support Plan. These plans employ a small-steps approach and they feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All pupils on support plans will be placed on the SEND register and progress will be regularly reviewed and plans changed accordingly. (Assess> plan> do> review> cycle).

8.5 For higher levels of need, the SENDCO will draw on more specialized assessments and the support and guidance from external agencies and professionals. This may then lead to provision of an Education, Health Care Plan.

8.6 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

8.7 The school's Accessibility Plan can be seen on the school website www.hydeheath.bucks.sch.uk.

9 Partnership with parents

9.1 The school prospectus contains details of our policy for special educational needs & disabilities, and the arrangements made for these children in our school. A named Governor takes a special interest in special needs & disabilities and is always willing to talk to parents.

9.2 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

9.3 We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

9.4 Parents of children with special educational needs & disabilities are informed about the Parent Partnership which is an independent organisation available to them through the Local Authority. The Parent Partnership offers guidance and help to parents in the form of literature, a telephone helpline, and termly meetings held locally at which parents can seek advice. (01296 383784 parentp@buckscc.gov.uk)

9.5 Parents are made aware of the school's local offer and annual report as well as the policy on Managing the Medical Conditions of Pupils which can be found on our school website www.hydeheath.bucks.sch.uk.

10 Supporting Pupils at School with Medical Conditions

10.1 The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and Physical Education.

10.2 Some may also have SEN and may have a statement or EHC plan which brings together health and social care needs as well as their SEN provision and the SEND Code of Practice is followed.

10.3 Details of provision for pupils with medical conditions can be seen in our policy on the school website www.hydeheath.bucks.sch.uk.

11 Monitoring and evaluation

11.1 The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

11.2 The SENDCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENDCO and the headteacher hold regular meetings to review the work of the school in this area, for example using regular audits, sampling of parent/pupil and staff views. The SENDCO and the named governor with responsibility for special needs also hold regular meetings when appropriate.

12 Training and Resources

12.1 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

12.2 All teachers and support staff undertake induction on taking up a post which includes explanation of the systems and structures in place for SEND provision and practice.

12.3 The SENDCO works with the Headteacher and Finance Committee to ensure that all necessary resources are in place as outlined in SEN Support Plans and EHC plans.

13 Reviewing the Policy

13.1 The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENDCO reports the outcome of the review to the full governing body.

APPENDIX 1 GUIDELINES FOR PERSONAL BUDGETS

Hyde Heath Infant School follows the guidelines given in the Bucks CC Policy for Personal Budgets.

If an EHC Plan is supported by a Personal Budget, the school would strongly encourage the parents/carers to openly discuss with the SENco, teachers and specialists how best to allocate these funds, and this will be formalised in the EHC Plan.

See below Personal Budget information and definition.

Personal SEN budgets and improving learning outcomes

Early Years settings, schools, academies, colleges and other learning providers are focused on supporting all the children or young people to achieve quality learning outcomes. The teacher or tutor will be focused on helping every member of their class or tutor group to achieve well.

Some children and young people will need additional support to achieve their learning outcomes. We call this **targeted support**. Early Years settings, schools, academies and colleges have funding for this. The targeted support might include, for example, focused literary support or a behaviour management programme.

A small number of children and young people will require additional and individual support over and above the targeted support so that they can **participate** in learning activities, **enjoy** the learning **experience** and achieve well. These children and young people will have an Education, Health and Care Plan (EHC Plan) which may be supported by a personal budget. Where some or all of this budget is to enable the child or young person to participate, enjoy and achieve their learning outcomes, this element is called the personal SEN budget.

A child or young person may also have an element of their personal budget from social care (e.g. short breaks) or health. Whilst the personal SEN budget is focused on learning outcomes, a personal care budget will be focused on outcomes around family and home life, being safe when out and about in the local community and being able to take part in life outside of school. Personal health budgets will be focused on health outcomes. Together these elements form the child or young person's overall **personal budget**.

How will I know if a child or young person can have a personal SEN budget, and how will I know how much it will be?

Following the single assessment process, a decision will be made about how to meet the identified learning, health and/or care outcomes together with the child or young person and their family. The decision will include whether there is a need for a personal budget from one or more of the available budgets; education, health or social care (or in some cases form a single pooled "support" budget).

If it is agreed that a personal budget is needed to achieve particular outcomes, a resource allocation will be completed with the family or young person, resulting in an indicative budget being allocated to help draw up the EHC Plan. The indicative budget will be known in the early stages on the EHC plan. Children, young people and families will be supported to create the plan. It is only once the planning process has been completed that it will be clear what the final personal budget should be in order to fund the additional support required to achieve the identified outcomes.

How do personal SEN budgets fit with other sources of support, access and opportunity at school, college or in training?

A personal SEN budget does not include funding for the school place, and it does not include targeted support managed by the school or other learning provider to offer additional learning support to individuals, classes or groups of pupils and students. A personal SEN budget enables the support offered to the child or young person to be further personalised to meet individual learning support needs.

What sorts of support could a personal SEN budget fund?

An important thing to consider is how the funding can be used alongside all the other sources of support, learning activities or opportunities to help the child or young person achieve their learning outcomes. The learning outcomes which the child or young person hope to achieve will be set out in their EHC plan and setting / school / college education plans.

A personal SEN budget could:

- Add to existing learning support - providing a more consistent offer of support to the child or young person | Fund time to bring all key parties

together to bridge the gap between home and school / other learning provision and to build a team of dedicated support people (including family).

- Fund some specialist input
- Fund a work experience or work-based learning opportunity
- Add to the technology available to promote a pupil or students individual style of learning.

Definitions and terminology:

- **Personal Budget** - an amount of funding allocated to meet the additional and individual support needs of the child or young person. The personal budget is allocated in recognition that the child or young person's support needs cannot be met in full by mainstream/universal or targeted services without an additional individual investment being made. Personal budgets may be provided from one, two or all three different funding streams: education, health and social care or from a single pooled fund. Whichever is the case, the personal budget will be holistic and used to support the achievement of the identified outcomes in the Education, Health and Care Plan.
- **Personalised funding, activities, support and/or resources** - this may include a personal budget, however there are other resources, activities and funding which can be used in a personalised way within a school or other education or training setting to support a child or young person to achieve their learning outcomes. These are personalised to the needs of the child and young person and their views have been central to all decisions.
- **RAS or Resource Allocation System** - a simple set of rules which explain what budget is available, which children or young people will be supported by this budget and what outcomes are set against the use of the budget. An RAS may include a simple set of questions which will be completed by the family and linked professional; this set of questions will result in an indicative allocation of a personal budget.
- **EHC Plan or Education Health and Care Plan** - the single plan which will set out how the health, care and learning outcomes of the child or young person with SEND are going to be supported. This may include the use of a personal budget (or budgets) if it is agreed that the child or young person has support needs which cannot be met through mainstream services or targeted support.

- Indicative personal SEN budget - an allocation of funding made prior to the drawing up of the EHC Plan. It is called an indicative allocation or personal budget as it is an estimate of the funding available set against the level of support the child or young person needs, it will only become a full personal SEN budget when the EHC Plan is finalised and agreed.
- Direct payments - as with a personal budget for social care or a personal health budget, it will be possible for the family/parents to ask to have the personal SEN budget as a direct payment. In so doing, the parents will be responsible for the management and use of the money in the same way as they are if they choose to manage a personal social care budget or a personal health budget.
- Mainstream services - with the focus being on education settings here we mean: Early Years services, schools, academies, colleges and other education/training providers which co-ordinate and/ or deliver learning opportunities/activities with identified learning outcomes. This can include work experience, work-based learning and participating in learning activities in a variety of environments and settings.
- Targeted support - services and support targeted on a group of children and young people due to a particular common learning support need. At a school level, targeted support will mean support focused on one or more children and young people in a class or in a group, where there is a shared offer of support. This may include funding of support staff. This support will be funded through the Early Years settings', schools' and colleges' budgets.