

Aims

At Hopwood we value all our pupils equally and our objectives are as follows:

- ensure that all pupils have an equal opportunity to engage in the curriculum;
- provide a curriculum, which is accessible to the individual needs of our pupils;
- develop practices and procedures, which will aim to ensure that all pupils' special educational needs, are identified and assessed and the curriculum will be planned to meet their needs;
- work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education; and
- make every effort to involve the child in decision-making about their special educational provision.

We define SEN as stated in the SEN Code of Practice (2014):

'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.

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 the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

Special Educational Needs Coordinator and Deputy Headteacher

The SENDCo, who coordinates day to day SEN provision, is Mrs Hill. At Hopwood the SENDCo:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs 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;
- contributes to the professional development of all staff.

The Deputy Headteacher, Mrs Hill, oversees and supports the SENDCo whilst working closely with the link Governors to discuss SEN provision within the school context. The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

Admissions

In our school 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;
- need a range of different teaching approaches and experiences.

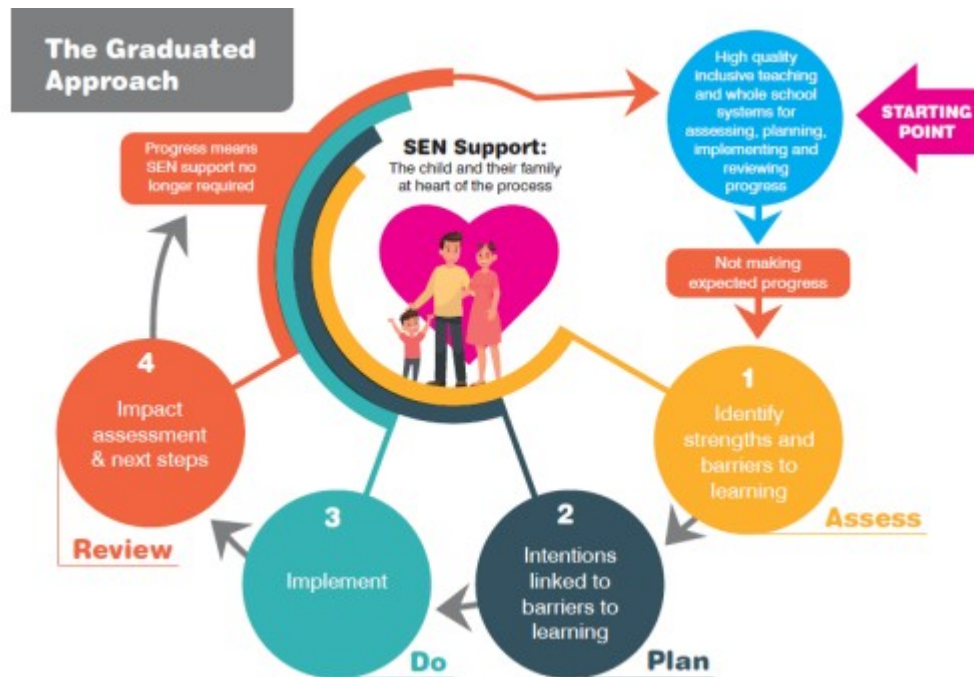
Identification

Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning and ascertain their baseline of achievement. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Teacher assessments are completed on a termly basis and discussed with the DHT during a Pupil Progress Meeting. Children who are below peer and/or national averages are highlighted and the concerns are discussed alongside those children who have made minimal progress. This is one strategy we use to identify potential SEN.

Everyday teacher judgements and formative assessments are also used to provide an insight into a child's potential SEN needs. If these concerns continue then a child is discussed with the SENDCo using an Initial Concerns Proforma and placed on School Focus (SF) in order to put intervention into place including 6 monthly assessments. Once a child has been identified at SF and continues to make minimal progress whilst being monitored on School Focus then a discussion with the parents will take place. It is once this meeting has taken place that the child will be placed on the SEN register at Wave 2 intervention.

The Graduated Approach



When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This takes the form of a 4-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Assess

In identifying a child as needing SEN support, the class or subject teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan

Where it is decided to provide a pupil with SEN support, the parents will be formally notified. The teacher and the SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

We will record, in a Learning or Support Plan (LSP), the strategies used to support the child. The Learning Plan will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. This review will take place once a term.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

The person responsible for carrying out interventions will be fully trained and supported to deliver it and they will complete a feedback form after each session. Interventions are reviewed weekly by the class teacher who will also provide further input and guidance on next steps. The class teacher will ensure that key strategies that are successful in the intervention are carried through into the classroom and that progress replicated in class.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact of the support will be reviewed on the child's LSP and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will be provided, through meetings with the class teacher and SENDCo, clear information about the impact of the support and interventions provided, and involve them in planning next steps.

If the Learning Plan review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In some cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in Wave 2 intervention. This enhanced level of support is called Wave 3 intervention. External support services will provide information for the child's new Learning Plan. The new strategies in the Learning Plan will, wherever possible, be implemented within the child's normal classroom setting.

If the child makes progress, at any stage, then they can be moved to suit their needs. We view the SEN register as a flexible process, which is there to support the needs to the child at any time of their education.

Education, Health and Care Plan (EHC)

When making an education, health and care assessment local authorities must consult the child and his or her parent, or the young person, and consider their views, wishes and feelings and any information provided by them or at their request Local authorities must also gather advice from relevant professionals. Parents also have the right to request an EHC assessment.

The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.

Once finalised, it is the named School and Local Authority's responsibility to ensure that the objectives and actions within it are addressed and reviewed regularly and in consultation with parents and other professionals who may be involved.

Provision

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied 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 and to take part in learning.

At Hopwood, we follow the 'Five-A-Day Principle' as set out by the Endowment Foundation:



For those children who require more intervention teachers create a year group provision map which states all provision in place for individual children. This normally includes interventions, which are above those expected through Quality First Teaching (QFT). The school follows the guidance contained in the SEN Code of Practice (2014). The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are: -

- Communication and Interaction;
- Cognition and Learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical.

Provision is recorded on the program Provision Map and are developed in partnership with teaching assistants to give more detail about the provision being provided for groups of children and clearly state:

- the name of the child
- provision
- focus of the provision
- the name of the person delivering the intervention
- frequency of the provision
- baseline data
- evaluation
- completed on a termly cycle
- and assessment data completed at the end of each term.

Data from Provision Map is then collated on an intervention tracker that is monitored termly to track progress of pupils. This is also used to monitor the effectiveness of each intervention and identify any staff training needs in order to support pupils further.

Allocation of resources

The Deputy Headteacher 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.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The head teacher and the Deputy Headteacher meet regularly to agree on how to use funds directly related to statements especially when discussing Pupil Premium.

Monitoring

The SENDCO completes regular monitor to track the SEN pupils to ensure progress is being made. Examples of monitoring completed includes:

- Learning and support Plan monitoring (termly)
- Provision Map monitoring (half termly)

- TA Observations (termly)
- Intervention monitoring (termly)
- Assessment (Teacher assessments/provision mapping assessment data)
- Pupil Progress (termly)

Continuing Professional Development (CPD)

Through the monitoring and evaluating of our provision the SENDCo and Deputy Headteacher, along with the headteacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings or department/faculty meetings. The effectiveness of such professional development will be monitored and evaluated by the Deputy Headteacher, and information provided during the annual evaluation of the school's overall SEN provision.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

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

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.

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher/tutor. If this proves unsuccessful the matter should be referred to the Deputy Headteacher and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority.