



Hannah Ball School

Together we Inspire, Aspire and Achieve

SEND Policy July 2021

Introduction

The principle that all pupils should receive a broad and balanced curriculum, relevant to their individual needs, is established in law. Every teacher is a teacher of every child, including those with Special Educational Needs. Hannah Ball School utilises different methods and tools to present learning opportunities to children and carefully differentiates tasks and outcomes to match individual needs. Quality First Teaching aims to reduce the need for specialist support; however, we recognise that there will still be some children that need provision that is additional to or different from that encompassed by Quality First Teaching. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs.

Aims and Objectives

Hannah Ball SEN policy has been developed with the following aims and objectives in mind:

- To work within the guidance provided in the SEND Code of Practice, 2015 · To enable every pupil to experience success
- To promote individual confidence, self-esteem and a positive attitude To ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- To give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate To identify, assess, record, and regularly review pupils' progress and needs
- To work in partnership with children and their families at every stage of the SEND process To work collaboratively with parents, other professionals and support services including the Educational Psychology Service

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The governing body in cooperation with the head teacher has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative (the SEN Governor) who takes particular interest in this aspect of the school.

Governors must ensure that:

- The necessary provision is made for any pupil with SEN
- All staff are aware of the need to identify and provide for pupils with SEN · Pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the SEN Code of Practice 2014 · parents are notified if the school decides to make SEN provision for their pupil · They are fully informed about SEN issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN. Governors play a major part in school self review. In relation to SEN, members of the governing body will ensure that:
- They are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development · SEN provision has a yearly action plan and is an integral part of the School Development Plan
- The quality of SEN provision is regularly monitored

The Head teacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the governing body informed about SEN issues
- Working closely with the SENDCO
- The deployment of all special educational needs personnel within the school · She also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of this policy on the school as whole.

The SENDCO is responsible for:

- co-ordinating the provision for pupils with special educational needs, including timetabling interventions and overseeing the day to day operation of the school's SEN policy
- ensuring that an agreed, consistent approach is adopted
- helping staff to identify pupils with special educational needs · carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up SEN support plans, class provision maps, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process · liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and SEN records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- reporting analysis of interventions to the Governor's Curriculum Committee ·
- managing LSA/TAs timetables
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- Contributing to in house training of staff

Class teachers are responsible for:

- Including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCO for advice on assessment and strategies to support inclusion
- Having high expectations of SEN pupils to make progress
- Tracking SEN pupils progress at Pupil Progress Meetings
- Making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN
- Giving feedback to parents of pupils with SEN.
- Drawing up SEN support plans and class provision maps
- Learning support assistants/TAs work as part of a team with the SENCO and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN within the class. They play an important role in monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum.

LSAs/TAs should:

- Be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Lunch supervisors are given any necessary information relating to the supervision of pupils at lunchtime.

Admission Arrangements

Hannah Ball School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the LEA admissions policy. If a parent wishes to have mainstream provision for a child with a statement, the LEA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

At Hannah Ball School:

- all teaching staff are able to teach pupils with SEN. Additional training for teachers and LSAs/TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible and in each classroom
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LEA services and other agencies if it is required
- The school has not yet been adapted to provide easy access for wheelchairs, or toilet and washing areas.

Identification, Assessment and Provision - allocation of resources

All schools in Buckinghamshire receive funding for pupils with SEN in two main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENCo
- Any money allocated as a result of statutory assessment (EHCP) is spent according to the terms outlined in the resulting statement of SEN. The school has a continuing commitment to purchase appropriate resources for pupils with SEN. Hannah Ball school follows LEA guidance to ensure that all pupils' needs are appropriately met.

Identification, assessment and review

Definition

A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in Buckinghamshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools maintained by the LEA (Education Act 1996). There should not be an assumption that all children will progress at the same rate. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Types of Learning Difficulty

Children will have needs and requirements which fall into at least one of four areas and many children will have inter-related needs.

- Communication and Interaction (e.g. Language difficulties, Autistic Spectrum Disorders)
- Cognition and Learning (e.g. Dyslexia, Dyspraxia)
- Social, Emotional and Mental Health issues (e.g. ADHD, Anxiety Disorders)
- Sensory and/or Physical

The SEN Code of Practice recognises that all children are unique and that fixed categories of special educational needs cannot reflect the diversity of need in many young people.

Identification of SEN

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. At Hannah Ball, class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. This seeks to identify pupils making less than expected progress given their age and individual circumstances

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline (based on national expectations)
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers (based on national expectations)
- widens the attainment gap The SEN Code of Practice suggests that pupils are only
- identified as having SEN if they do not make adequate progress (compared to that which is expected nationally) once they have had good quality personalised teaching and intervention/adjustments

Factors which are NOT SEN but which can Impact on Progress and Attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour - Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Any concerns relating to child or young person's behaviour will be explored in light of an underlying response to a need which may not be being addressed.

Early identification of special educational needs is vital.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The SEND Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;

- Follows a cyclical, graduated approach. The school uses the following graduated approach to respond to children's special educational needs:
 1. Placing children on our 'Pupils of Interest' list. Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents and the SENCO. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support (through the school's Provision Mapping process). Their progress will be closely monitored.
 2. Placing children on the school's SEND Register where there is concern that 'everyday' quality teaching is not enough to support their needs there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required, specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. The provision is recorded on the school Provision Map and the child's progress is carefully monitored

SEN support plans

If, despite receiving differentiated learning opportunities and short term interventions targeting a specific need, a child:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school; · Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum; Then it will usually be decided that more individualised SEN provision is necessary and the pupil will be formally recorded on the SEN Register and a SEN Support Plan will be drawn up. The SENCo, with input from the child, parent and class teacher will draw up the plan which details the adjustments, interventions, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The class teacher, with support from the SENCo and in consultation with the parents and the pupil, will be responsible for implementing the SEN Support Plan.
- Parents are made fully aware of the planned support and interventions and it is expected that parents reinforce or contribute to progress at home. The class teacher remains responsible for working with the child on a daily basis. At this stage schools may seek the help of external support services. These services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's SEN support plan and on accompanying strategies.

The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this. The SENCO will liaise with the educational psychologist making sure that the Child Psychology Service gives appropriate advice and support to both parents and colleagues. The SENCO, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of Information technology. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the SEN support plan continues to be the responsibility of the class teacher.

Application for an Education, Health & Care (EHC) Plan

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to the County detailed records of our provision and its impact for their consideration.

Parents and carers have a key role in working with the SENCO to draw up the EHC Plan.

Review

Reviews of pupils with an SEN support plan are normally carried out each term when the plan is updated and reviewed with parents at Parent's Evening in the Autumn and Spring term or at a separate appointment. An updated plan is sent to parents in the Summer term.

Annual Reviews

For pupils with statements or EHC plans, an Annual Review Meeting has to be held in addition to any other meetings to discuss progress. At this meeting, consideration is given to whether the plan should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

Curriculum access and inclusion

As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels. Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with an LSA/TA or the SENCO in order to acquire, reinforce or extend skills more effectively. For some pupils, sessions outside of the classroom environment may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Interventions are normally time limited and their

impact monitored each term. Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to explore fully, parents/carers should make an appointment to discuss this with the SENCO/SLT.

In the event of a formal complaint parents must follow the schools complaints procedure, (copies are available from the school office). The Buckinghamshire Parent Partnership Service is available to offer advice.

Partnership with parents

The staff at Hannah Ball School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress. Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records. Parents are welcome to visit the school or arrange meetings at any time to discuss any aspect of their child's progress with the class teacher or SENCO. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English.

A named governor, Mr Gareth Groves, takes a special interest in special needs and is available to talk to parents.

Buckinghamshire County Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities. This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families.

For further information about the Buckinghamshire Local Offer, please visit: www.bucksfamilyinfo.org/localofferhannahball, like all mainstream primary schools, is required by law to produce an SEN Information Report on an annual basis. This can be accessed via the school website: <http://www.hannahballbucks.sch.uk> Buckinghamshire SEND Information, Advice and Support Service (formally Parent Partnership) Parent Partnership provides impartial information, advice and support to parents and carers of

children with special educational needs - ie parents of children who are receiving additional support in school or early years settings, parents who have a child that is going through Statutory Assessment or who already has a Statement of special educational needs.

For further information about this service, please visit:

<http://www.bucksfamilyinfo.org/SIAS>

The voice of the pupil

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter.

At Hannah Ball School, we encourage pupils to participate in their learning by:

- Contributing to reviews and targets (formally or informally)
- Talking to LSAs/TAs and teachers about their learning
- Class and individual reward systems
- School Council
- Pupil voice

Links with other agencies and support services

We are committed to using the expertise and advice provided by other professionals. Other health, social services, and voluntary organisations can be contacted as required. The school has access to a wide range of education, health and social services professionals available in Buckinghamshire. This includes: The Specialist Teaching Service which has services for Cognition and Learning needs (on a buy-back system for schools) and services for Communication and Interaction, (visual and hearing impaired), Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. These services would be accessed through a referral, which would involve parental consent.

Links with other schools and transition arrangements

- Transfer and links with other schools
- SEN action records are transferred following county procedures
- There are opportunities for all pupils to visit their prospective Secondary School
- Pupils with SEN are given additional visits, if required, so that they will become more confident in the new situation
- Representatives from local secondary schools are available for consultation before the time for transfer
- For pupils with an EHCP, the pupil's statement is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of

the annual review in Year 5, the parents' views and preferences and the response to consultation by the LEA with the schools concerned

- The SENCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named

Transfer within the school

Teachers liaise closely when pupils transfer to another class within the school and have a meeting in the Summer term to pass on data on progress and any other relevant information

Staff development and appraisal

- the school is committed to gain expertise in area of SEN
- there are regular training sessions for LSAs/TAs
- the SENDCO attends the partnership SENCo Liaison support group termly meeting
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- SENCO/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENDCO and other staff attend County meetings and INSET when relevant · newly appointed teaching and support staff meet the SENCO to discuss SEN procedures in the school.