



Hamworthy Park Junior School

Twin Sails Infant School

SEND Inclusion Policy

Summer 2017

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, different from or additional to that normally available to pupils of the same age' (2014 SEN Code of Practice)

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Executive Headteacher, Mr Damien Hewitt, has overall responsibility for Special Educational Needs and Disability in Hamworthy Park Junior School and Twin Sails Infant School.

The Special Educational Needs Coordinators (SENCo's) for each school are

- Hamworthy Junior School

Mrs Rachael Cox. She can be contacted by email rcox@hpj.poole.sch.uk or on 01202 677870.

- Twin Sails Infant School

Mrs Katie Walker. She can be contacted by email k.walker@twinsailsinfant.co.uk or on 01202 672377

The Governor with oversight of the arrangements for SEN and disability is: Mrs Chris Toon, she can be contacted through the main office email and telephone.

AIMS AND OBJECTIVES

Hamworthy Park Junior School and Twin Sails Infant School have high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

The staff and governors of Hamworthy Park Junior School and Twin Sails Infant School will endeavour to ensure that all SEN/D pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEN/D pupils. All teachers are teachers of SEN/D pupils. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response.

Meeting the needs of SEN/D pupils requires partnership working between all those involved - LA, school, parents/carers, pupils, children's services and all other agencies.

Hamworthy Park Junior School and Twin Sails Infant School are committed to welcoming all pupils. Adjustments will be made where necessary and where possible to enable all pupils for whom Hamworthy Park Junior School and Twin Sails Infant School is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies that helps them to support children with special educational needs and disability.

- To work in partnership with external agencies to meet the needs of the pupils.
- To ensure smooth transitions at each transition stage for the pupils.

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole child, whole school” approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator(SENCo) who will work within the bounds of the SEND Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.
- To ensure that parents/carers have knowledge about the SEN/D provision that the school makes, is able to make their views known about how their child is educated and have access to information, support and advice.
- To ensure all pupils have a voice in their education that is heard and is part of the identification and provision mapping process through the passport system.

ROLES AND RESPONSIBILITIES

The Role of the Governing Body

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Hamworthy Park Junior School and Twin Sails Infant School’s arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. Governors will make sure that they are fully involved and will undertake review and monitoring of the school’s SEND Policy. All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the school’s SEND provision.

The Role of the SENCo

- In collaboration with the Executive Headteacher, Heads of School and Governing body, the SENCos will determine the strategic development of the SEND policy and provision at Hamworthy Park Junior School and Twin Sails Infant School with the ultimate aim of raising the achievement of pupils with SEND needs.
- Managing the SEND team of teaching assistants and specialist teachers who support learning for all SEND pupils.
- Collaborating with the SENCos in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.

- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of school staff.
- Overseeing the review and maintenance of EHCPs and records for all SEND pupils.
- Overseeing the day-to-day operation of the school's SEND Policy.
- Co-ordinating provision for SEND pupils.
 - Liaising with parents/carers of SEND pupils in co-operation with teachers, teaching assistants and others as appropriate.
 - Liaising with pupils to enable them to understand themselves as learners but also to influence the provision created for them to best meet their needs.
 - Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

ADMISSION ARRANGEMENTS

Hamworthy Park Junior School and Twin Sails Infant School use the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Hamworthy Park Junior School and Twin Sails Infant School make appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Hamworthy Park Junior School and Twin Sails Infant School liaise with the local authority, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website.

<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/localoffer.page>

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

Both schools have an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

Both Hamworthy Park Junior School and Twin Sails Infant School are highly accessible. The buildings have wheelchair access to the vast majority of all areas. There are disabled toilets and ramps to most areas of the schools.

Adaptions are made to ensure all children are able to use all the equipment and facilities. The school may receive advice regarding access from a range of agencies including the Children's Therapy Service and Hearing & Vision Support Service. Please see our accessibility plan on our website for more information. [\(Link to accessibility policy\)](#)

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the schools. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at <http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/localoffer.page>. The local offer website holds a directory of facilities and resources available from many services within Poole.

Identifying Special Educational Needs

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

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

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Every effort is made at the school to make an early identification of a child who may have special educational needs. The school adopts a graduated response to meeting special educational need in line with the Code of Practice 2014.

SEND pupils may be identified through the teachers' observations and assessment, standardised assessments (Baseline, SATs, etc.), progress checklists, target setting, parental/carers concerns or the pupils own observations or by external agencies. If there is cause for concern as a result of these assessments, the child might be offered further support in order to clarify targets.

If and when a child is identified as having SEND, Hamworthy Park Junior School and Twin Sails Infant School will seek to remove barriers to learning and put effective special educational provision in place. This support will take the form of a four-part cycle of assess, plan, do and review with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as a 'graduated response.'

A Graduated response

Our staff are responsible and accountable for the development and progress of the children in their class. Each teacher is initially responsible for the identification and assessment of children with SEND, together with the planning of differentiated work which will enable such children to access the National Curriculum and make good progress in their learning. All teachers will keep a copy of SEND Support Plans and Provision Maps in their individual SEND File together with other pupil details, which will form part of the termly assessment and learning target review process. These targets will then form a basis for the teacher/parent consultation meetings to enable discussion and review. They will monitor and record progress towards SEND Support Plan targets in discussion with the SENCo and TA as appropriate.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support/monitoring plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Identifying Special Educational Needs with External Agencies

The school may request support from other agencies to support a child's needs and to increase progress.

These agencies include: Children's Services, the School Health Service, the Borough's Psychological Service, the Hearing and CAMHS and any other service that may prove useful in supporting staff and children. Parents are consulted before the involvement of any outside agency. Parents are kept fully informed about the advice provided by such agencies.

The consultation with these outside agencies is intended to ensure:

- early and accurate identification and assessment of special educational needs so that the child / young person's requirements are provided;
- continuing social and academic progress of children / young people with special educational needs;
- personal and academic targets are set and met effectively.

Where it is decided that a child does have SEN, the decision is recorded in the school records and the child's parents/carers are informed that special educational provision is being made.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEN and or a disability, Hamworthy Park Junior School and Twin Sails Infant School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents/carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes. This is achieved at Hamworthy Park Junior School and Twin Sails Infant School through School Support

Plans (SSPs) At Hamworthy Park Junior School these are called Personalised Plans and at Twin Sails Infant School they are called I can, I will.

Student Support Plans (SSPs) outline individual outcomes to support a pupil's learning and success and are reviewed 3 times a year.

Outcomes on SSPs are agreed with staff, parents and pupils.

All SSPs reflect a shared partnership to support learning both at home and school.

The SENCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

The majority of children with special education needs or disability will have their needs met by the school. In a very small number of cases a child's needs may require a request to be considered by the Local Authority for an Education Health Care Plan (EHCP). Parents are involved at all stages of this process.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Early identification is key. The class teacher informs the parents at the earliest opportunity regarding their concerns and enlists their active help and participation. Parents are also encouraged to approach school if they have any concerns.

The class teacher, SLT and the SENCo assess and regularly monitor the children's progress in line with existing school practices. This is an on-going process.

The SENCO works closely with teachers, SLT, parents and the children to plan an appropriate programme of support. This may also include a individual behaviour plan.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school, both academic and social.

The Executive Headteacher/Heads of School and SENCo monitor the progress of all children within the school, including those children with Special Educational Needs or who are pupil premium, using formative data and target tracker. If necessary we are able to access the B squared assessment tool.

COMING OFF THE SEND RECORD

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their

school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan. However a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Hamworthy Park Junior School and Twin Sails Infant School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Hamworthy Park Junior School and Twin Sails Infant School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

TRANSITION ARRANGEMENTS

Hamworthy Park Junior School and Twin Sails Infant School are committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the SENCo and class teacher will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required.

The SENCo will provide information on specific needs for new staff.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEN INFORMATION

Hamworthy Park Junior School and Twin Sails Infant School presents its SEND information in three ways:

- by information placed on the school websites which can be found at <http://www.hamworthyparkjuniorschool.co.uk/> and <http://www.twinsailsinfant.co.uk/>
- by following the link from the school website to the local authority's Local Offer website;
- through information contained in this policy which is also published on the school website.

All information can be provided in hard copy upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo.

Hamworthy Park Junior School and Twin Sails Infant School publish their Complaints Policy on the school website; this information can be found under the Policy section.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually.