



# **Hillside Avenue Primary & Nursery School**

## **Special Educational Needs and Disabilities Policy**

**September 2018**

**Approved by Governors: 18<sup>th</sup> July 2018**

**Review Date: September 2019**

# Hillside Avenue Primary & Nursery School:

## Special Educational Needs and Disabilities Policy 2018

### Identification, Assessment and Provision

This Special Educational Needs and Disabilities Policy works alongside and in conjunction with the Norfolk School's local offers and various other school policies, for example Attendance, Behaviour and the Pupil Premium Statement, and is embedded in the Teaching and Learning Framework of the school.

Provision for children with special educational needs is the responsibility of the Governing Body, the Head teacher, the Special Educational Needs Co-ordinator (SENCO) and all other members of staff.

*All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.*

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Hillside Avenue Primary and Nursery School uses a five-step approach to identifying and planning for special educational needs:

#### STEP 1 – Differentiated work

Many pupils experience delay in their learning and are not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age. Progress at this stage will be tracked three times per year by the school's tracking systems and parents kept informed.

#### STEP 2 - Interventions

Specific interventions for delay in the following areas will be undertaken, arranged by teachers in collaboration with the SENCO, in order to establish whether or not there are special educational needs which are contributing to the delay, or whether there are other barriers to learning.

- **Communication and Interaction** (Speech and Language)
- **Cognition and Learning** (e.g. English and Mathematics)
- **Social Mental and Emotional Health**

- **Sensory and Physical**

It is hoped that any intensive support interventions provided in school can be reduced later on. It is also hoped that there will be considerable parental involvement in order to maximise learning.

Some pupils at Hillside receive an allocation of monies known as Pupil Premium for Free School Meals, Looked After and Armed Forces children. Some of these children may also require interventions. Each and every Pupil Premium intervention will be benchmarked, undertaken and evaluated alongside the school tracking system. A full report on the spend of this funding along with other Pupil premium interventions for those children not having special educational needs will be presented to the Governors on an annual basis and reported to Parents on line on the School website.

If these short-term interventions fail to have significant impact on narrowing the gap for children falling behind:

### **STEP 3 – Identification of Special Educational Needs**

If class teachers have evidence that certain children are still not making good progress and refer children to the SENCO. Intensive **SEN SUPPORT** will be provided in any or all of the four areas.

Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*

“Children have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
- are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.” (Code of Practice September 2014)

### **STEP 4 – A graduated response**

Once a potential special educational need is identified, four types of action should be taken to put effective support in place:

1 Assess

2 Plan

3 Do

4 Review

All children identified as having Special Educational Needs will be given a Pupil Passport which is a record of their progress towards identified targets.

**Specialist Services** and teachers with additional **specialist** qualifications may be called upon to provide specific advice, interventions or strategies to be followed by all adults coming into active learning situations with the child.

Where a pupil is receiving Special Educational Needs Support, the school will contact parents at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school.

Individual pupil progress at **Special Educational Needs Support** level will be intensively monitored three times per year using the school tracking system by the class teacher, Headteacher and the SENCO. A full report on the progress of children will be presented to the Governing Body once per year and the identified Special Educational Needs Governor is encouraged to take a full challenging role regarding the progress of these children with both the SENCO and Headteacher.

### **STEP 5 – Formal Assessment**

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an **Education Health and Care Plan** will be started by the SENCO in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Norfolk Local Authority.

Details of these arrangements are available from the SENCO at the school.

Complaints Procedure: please contact the individual school regarding the procedures they have in place.

SENCO- Mrs Hanley supported by Mrs Pace

SEN Governor- Mrs Overy (Contact via school office)

Approved by Governors.

Signed-----Date-----