



# SPECIAL EDUCATIONAL & DISABILITY NEEDS (SENDS) POLICY

## 1. Introduction

1.1. This Special Educational Needs (SEN) Policy outlines Hartmore School's statement of intent. It reminds us all of what the school is trying to achieve for children with special needs; acting as a source of information a practical working document.

1.2. This SEN Policy establishes a clear philosophical and theoretical framework for SEN

1.3. This SEN Policy Provides also useful set of guidelines for teachers in the school, encouraging a common and consistent approach across the school.

## 2. Rationale

2.1. Hartmore School's believes that all children are special, and each pupil has individual and unique needs. However, some pupils require more support than others to achieve their full potential.

2.2. We acknowledge that a significant proportion of our pupils will have special educational needs and/or disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

2.3. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Hartmore School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

2.4. We aim to:

- Enable every pupil to experience success
- Promote individual confidence and a positive attitude showing commitment to achievement by all
- 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
- Celebrate diversity and further develop our inclusive practices
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- Identify, assess, record and regularly review pupils' progress and needs
- Involve parents/carers in planning and supporting at all stages of their children's development
- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and management for SEND is implemented and maintained and appropriate training put in place

## 3. Roles & Responsibilities of Headteacher, Educational Staff & Board of Directors

3.1. Provision for pupils with special educational needs or disabilities are a matter for the school as a whole. It is each individual teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations.

3.2. 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 those needs.

3.3. The Board of Directors, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a 'representative governor' (the 'SEND governor'), in respect of a named Director who takes particular interest in this aspect of the school. In this case it is Mr. Steve Miller.

4.4. The Headteacher has responsibility for:

- Management of all aspects of the school's work, including provision for pupils with SEND
- Keeping the Board of Directors informed about SEND issues
- Working closely with the SEND personnel within the school
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to the Board of Directors.

4.5. The Board of Directors will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- Necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, as 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 (2001)
- Parents/carers are notified if the school decides to make additional special educational provision for their child
- They are fully informed about SEND 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 SEND
- The quality of SEND provision is regularly monitored
- They (and the school as a whole), are involved in the development and monitoring of this Policy

4.6. The SENCO is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEND
- Facilitating the carrying out of assessments as appropriate to the individual needs
- Co-ordinating the provision for pupils with SEND
- Supporting class teachers in devising strategies and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- Liaising closely with parents/carers of pupils with SEND, 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
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, CATS and the school's assessment data
- Contributing to the in-service training of all staff
- Managing learning support staff and teachers working within the department
- Liaising with the SENCOs in other primary or secondary schools to help provide a smooth transition from one school to the other

#### 4.7. Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion. Teachers must adapt teaching to respond to the strengths and needs of all pupils (DfE Teachers' Standards)
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND via the SENCO
- Giving feedback to parents/carers of pupils with SEND

#### 4.8. Teaching Assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Support pupils with SEND in the most appropriate way in consultation with SENCO

### 5. Arrangements for Complaints

5.1. Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the SENCO the first instance. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school. In the event of a formal complaint parents should follow the procedure in the School's Complaints Policy.

### 6. Arrangements for Monitoring & Evaluation

6.1. The success of the Hartmore School's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice
- Analysis of pupil tracking data and test results for individual pupils
- Personal and social developments against the Character Curriculum
- The school website and the prospectus, contains the required information about the implementation and success of the SEND policy
- The school evaluates the success of the policy and sets new targets for development
- The school development plan is used for planning and monitoring provision in the school
- Visits from SIP's and Ofsted inspection
- Feedback from pupils, parents/carers and staff, both formal and informal, feedback from individual teaching sessions, revision of provision and celebration of successes

### 7. Relationship to Other Policies

7.1. This Special Educational Needs (SEN) Policy should be read in conjunction with the Hartmore School's policies on teaching and learning, the school curriculum, equality and assessment. The Accessibility Plan is an integral part of this policy.

### 8. Policy Review

8.1. This Policy was reviewed May 2019 and will be reviewed again by June 2020.