

SENDCo contact: Miss McKeever
Tel: 01942 255339
Email: miss.mckeever@hindley.wigan.sch.uk

Hindley J and I School



SEND Policy

_____ Signed by School _____ date

_____ Signed by Governors _____ date

SENDCo contact: Miss McKeever
Tel: 01942 255339
Email: miss.mckeever@hindley.wigan.sch.uk

AIM

Hindley J and I School is a resourced place school providing facilities for those with complex, physical and medical needs to be included within a mainstream setting. We aim to create a welcoming, caring environment, raising the aspirations of, and expectations for all pupils with special educational needs and disabilities, with a focus on outcomes for children and young people. We believe **all** children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;
- become confident individuals living fulfilling lives, and;
- make successful transitions.

We are committed to establishing a fair and equitable learning community where the rights of all members are recognised and upheld. Every teacher is responsible for every child or young person, including those with special educational needs and disabilities and is accountable in meeting their needs. We endeavour to achieve maximum inclusion of all children, whilst meeting their individual needs, securing effective learning outcomes, and individual well-being and positive relationships.

The policy has been written by the SENCo in consultation with all key stakeholders, through questionnaires and feedback forms.

- Governors
- Staff
- Parents

Objectives

- To work collaboratively with parents/carers, pupils and agencies in identifying and meeting the needs of children with special educational and additional needs;
- To identify and endeavour to provide for pupils who have special educational needs and additional needs based on the philosophy of 'What can we do, not what we do';
- To use rigorous systems so that needs are identified as early as possible and acted upon;
- To ensure all staff have the training and knowledge to meet the needs of their pupils and to provide support and advice for all staff working with pupils with special educational needs;
- To make reasonable anticipatory adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage (see Accessibility Plan);
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs;

SENDCo contact: Miss McKeever
Tel: 01942 255339
Email: miss.mckeever@hindley.wigan.sch.uk

- To provide a Special Educational Needs Co-ordinator(SENDCo) who will work with the SEN Inclusion Policy alongside the named Governor and Headteacher.

Identification

Hindley J and I School recognises the importance of early identification, assessment and provision for any child who may have special educational needs. Our Reception teacher liaises with Early Years settings to find out which children may need additional support when they enter school. The records of children transferring from other primary schools will be carefully checked to aid identification. Once children are admitted the following identification arrangements apply:

- The class teacher will identify any concerns using classroom observation and informal assessment;
- Parents voicing a concern may highlight a particular need;
- Outside agencies may bring a problem to the school's notice;
- Evidence obtained from standardised screening or assessments.

A Graduated Response to Identification of SEND

All children are entitled to Inclusive Quality First Teaching. The Class Teacher is responsible for the progress and development of the children in their class, including where children access support from Learning Support Assistants or specialist staff.

At times children may need additional or different support. This may be for a short period of time or may be over a number of years or ongoing.

At Hindley J and I Primary School we use the following system of response:

Wave 1

This may apply to many children at some point of their education.

- Teacher notices some difficulty or have a cause for concern
- Analyse tracking data
- Have conversation with SENDCO/Key Stage Manager
- Differentiate tasks as appropriate
- Discuss with pupil and parent/carers – perhaps at parents evening.

Wave 2

This may apply to several children at some point of their education.

- Low level of support needed
- Specific intervention directed by the teacher in consultation with Senior Leaders/SENDCO
- Think about removing barriers
- Make adaption to the learning environment.

Wave 3

This may apply to a small number of children at some point of their education.

- Higher level of support needed
- Directed by Class Teacher in consultation with SENDCO and specialist outside

SENDCo contact: Miss McKeever
Tel: 01942 255339
Email: miss.mckeever@hindley.wigan.sch.uk

- Agencies
- One-to-one or small group work

Education, Health and Care (EHC) Plan or Statement

This may apply to a very small number of children at some point of their education.

- Additional funding from Local Authority
- High level of support needed
- Personalised learning programme
- Directed by Class Teacher in consultation with SENDCO and specialist outside agencies

At each wave of intervention the school may call on the expertise of a number of outside agencies including Targeted Education Support Service (TESS); Educational Psychology Service (EP); Speech and Language etc to offer specialist advice or support. When outside agencies are involved with a child, parental consent will be obtained and any reports or findings shared with parents/carers.

Supporting Pupils with Medical Conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

Roles and Responsibilities

SEND Governor:

- Make sure that the necessary support is made for any child who attends the school who has SEND.
- Monitor provision, standards and expenditure through regular reports to the Governing Body, meeting with SENDCO and analysis of data.
- Work closely with Teachers, Key Stage Managers and Learning Support Assistants to help determine the strategic development of the SEND policy and provision within the whole context of our school improvement plan.
- Support the Head Teacher in the day-to-day operation of the school's SEND provision and ensure that relevant background information about individual children with SEND is collected, recorded and updated.
- Be a key point of contact for the local authority support services.
- Liaise with SENDCO.
- Support SENDCO in day to day management of SEND.
- Monitor progress of all pupils, including those with SEND.

SENDCo contact: Miss McKeever
Tel: 01942 255339
Email: miss.mckeever@hindley.wigan.sch.uk

Class Teachers

All Class Teachers have responsibility for:

- Planning for and teaching the range of children within their class effectively across the curriculum areas.
- Identifying a child with SEND. Keeping parents/carers informed of their child's progress, any concerns, and action to be taken.
- Attending meetings with parents as and when appropriate.
- Informing colleagues and those concerned with the child of any information imparted by parents/carers pertaining to the child's progress.
- Liaising with Learning Support Assistants and managing them to make best use of the resources available in class to support pupils with SEND.
- Planning and or delivering interventions to individuals or groups of children in their class.

Learning Support Assistants

LSA's have responsibility for:

- Assisting the Class Teacher in the implementation of lesson plans.
- Assisting the Class Teacher in the implementation of Individual Education Plans and programmes from external professionals.
- Supporting the effective delivery of a differentiated/personalised curriculum.

Parents

We believe that the partnership between school and parents/carers is important in enabling children with SEND to achieve their potential. Parents hold key information and have a critical role to play in their child's education. Parents are encouraged to be involved and account is taken of their wishes, feelings and perspectives on their child's development.

- The school has a positive attitude towards parents/carers and will acknowledge and draw on parental knowledge and expertise in relation to their child.
- The school will tell parents when they first identify that a child has SEND and will explain the purpose of any intervention or programme of action.
- The school recognises the personal and emotional investment of parents and tries to be aware of their feelings.
- The school respects the differing needs parents themselves may have, such as a disability, or communication barriers.
- The school respects the validity of differing perspectives and seeks constructive ways of reconciling different viewpoints.
- The school gives parents access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Parents have a responsibility to:

- Inform the school about who has parental responsibility for a child.
- To communicate regularly with the school and alert us to any concerns they have about their child's learning or provision.
- Support their child with any homework or targets set by the Class Teacher.

SENDCo contact: Miss McKeever
Tel: 01942 255339
Email: miss.mckeever@hindley.wigan.sch.uk

- To ensure their child attends school regularly and on time and to maximise the opportunities available to them.

Pupils

Children, who are capable of forming views, have the right to receive and make known information, to express opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child. (The United Nations Convention on the Right of the Child)

Children at our school should feel confident that they will be listened to and that their views will be valued.

Pupils with SEND will:

- Where possible, participate in the decision making processes that occur in their education, including the setting of learning targets.
- Be encouraged to share in the recording process and in monitoring and evaluating their own performance.

The schools' staff recognises the need to maintain a balance between giving children a voice and encouraging them to make decisions without overburdening them with decision making procedures where they have insufficient experience and knowledge or make appropriate judgements without additional support.

Support Agencies

The school works in co-operation with support agencies in making provision for children with SEND. Many children have a range of difficulties that require a concerted approach from the school, healthcare professionals, social services departments, specialist support services and other providers. The school aims to work with these agencies to provide an integrated service. Twice yearly Planning and Review Meetings provide a forum for school staff and other agencies to co-ordinate their support for individual pupils with SEND.

Storing and Managing Information

Information is stored and managed in line with the school's data security policy and complies with general data protection regulations (GDPR).

Reviewing the Policy

The SEND Policy will be reviewed annually, taking account of the views of key stakeholders.

Dealing with Complaints

Please refer to the school complaints policy.

Appendix 1

