



# HILL VIEW SCHOOL

## Special Educational Needs (SEN) Policy

*Adapted from OXSIT model policy*  
April 2015, updated Feb 2017



*At Hill View School the individuality of our children is valued and we are committed to giving every child the opportunity to achieve their potential. This policy works alongside our Equality policy to help us achieve this. Each child's needs are considered when planning and teaching and a broad and balanced curriculum is provided for all. This is true for all children at Hill View School regardless of age, gender, ethnicity, background, attainment or Special Educational Need or Disability (SEND). Teachers at Hill View take account of individual's needs and plan extra provision, where necessary, to support their learning.*

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### SECTION A: SCHOOL and EARLY YEARS ARRANGEMENTS

#### AI DEFINITION

*Teaching at Hill View School is differentiated and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.*

*A child has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child has a learning difficulty or disability if she or he:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools*

### *Aims and objectives:*

The Governors and staff of Hill View School recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

This policy describes the way we meet the need of children who experience barriers to their learning, which may be as a result of: sensory or physical impairment; communication and interaction difficulties; learning difficulties; emotional or social development, or; factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including: ability; emotional state; age, and; maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Hill View School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We aim to:

- engender a sense of community and belonging, and to offer varied opportunities to all learners.
- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review pupils' special educational needs.
- encourage and support parents/guardians to be involved in planning and supporting at all stages of their child's development.
- involve the children in our planning and in any decision-making that affects them.
- make effective use of support services.

## **A2 ROLES AND RESPONSIBILITIES**

Provision for pupils with special educational needs is a matter for the school as a whole, including the school's Early Years Nursery and Reception provision.

### *Governors*

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs.

They determine the school's general policy and approach to provision for children with special educational needs work within the school budget to provide additional staffing, arrangements and equipment where possible.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and SENCo, of the provision for children with special needs and implementation of this policy within the school and Early Years.

## *SENCo*

The Special Educational Needs Coordinator works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

The SENCo is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEND
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEND
- advising on a graduated approach to providing SEN support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the school's special needs register
- acting as Designated teacher for looked after pupils including those with SEND
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- managing teaching assistants, in liaison with Key Stage staff
- supporting the professional development of teaching assistants
- regularly liaising with the governors' representative

## *Headteacher*

The Headteacher has overall responsibility for the management of provision for children with special educational needs and disabilities, keeps the governing body fully informed and works closely with the SENCo.

## *Teaching Staff and Teaching Assistants*

Class teachers implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Children with SEND have an Individual Inclusion Profile which is updated regularly and provides an overview of a child, their strengths, difficulties and strategies in place. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

## **A3 CO-ORDINATING AND MANAGING PROVISION**

The Headteacher and SENCo meet frequently to discuss SEN issues.

The SENCo provides class teachers support and advice. SEN provision is discussed regularly at staff and departmental meetings in order to raise the achievement of children with SEND.

Special needs provision is an integral part of the school's Raising Achievement Plan. The SENCo oversees the provision which is continuously adapted in response to the needs across the school.

The SENCo monitors the placement of TA support throughout the school. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents and pupils with Statements or Education, Health and Care Plans at their Annual Review. Where there is a concern that parents need extra support, they may be referred to the school's Home School Community Link Worker or the Locality Support Team for support. If the situation becomes more worrying, an Early Help Assessment may be completed which could lead to a TAF process to identify areas for change and engage support from other professionals. Please refer to the Safeguarding Children Policy.

Hill View 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 special educational needs and disabilities, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a Statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **A5 SPECIALISMS AND SPECIAL FACILITIES**

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

The school has access for wheelchairs and suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Where appropriate, advice is sought from outside agencies on how best to provide for a child's needs. This advice is accessible to the adults working with the child through their Individual Inclusion Profile. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

The SENCo and Governor with responsibility for Special Needs and Disabilities liaise regularly to discuss provision within the school for all children with SEND.

### **Specialist training among the staff**

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective.

The training needs of the staff including TAs are reviewed as part of the CPD process in school.

## SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

### BI ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for pupils with SEND in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The national SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with Statements or Education, Health and Care Plans.

Hill View School, as part of normal budget planning, have a strategic approach to using resources to support the progress of pupils with SEND. Additional support for any child will be provided by the school, up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding and an application to the Local Authority will be made for top-up funding or an Educational Health and Care Plan as appropriate.

### B2 IDENTIFICATION, ASSESSMENT AND REVIEW

At Hill View School, the progress of the children is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN and the school recognises that all children develop differently. Class teachers refer to LA guidance - *Identifying and Supporting Children with Special Educational Needs* - for clarification and support if they believe a child may have SEN.

All those working with children are alert to emerging difficulties and respond early, communicating and working together to plan for and monitor progress.

In deciding whether to make special educational provision, the Headteacher and SENCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Hill View School recognise that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the child and their parents.

When a child is identified as needing SEN support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The LA SEN Guidance - *Identifying and Supporting Children with Special Educational Needs* - is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of pupils with SEND is kept as a legal requirement.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- The need for greater attention in class due to social, emotional and mental health and/or learning difficulties
- The need for specialist material/equipment or support for sensory/physical problems

The SENCo and the class teacher, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

In some circumstances, despite the school providing SEN support, a child may not make expected progress. At this stage the parents may consider requesting an Education, Health and Care assessment by the Local Authority, which the school would support. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of children with SEN support are held each term and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil. Review of the child's Individual Inclusion Profile is pivotal to this process.

### **Provision**

Provision for children with SEND is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the child's Individual Inclusion Profile.

### **Categories of Special Educational Need or Disability**

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: Speech, Language and Communication needs  
e.g. speech, language and communication difficulties;  
Autistic Spectrum Disorder -including Aspergers and Autism
- Cognition and Learning: Learning difficulties  
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health: Children's needs may present as challenging, withdrawn or disruptive behaviour. This may reflect underlying mental health issues e.g. anxiety, depression, attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical: Hearing Impairment  
Visual impairment  
Physical disability  
Multi-sensory impairment

### *Supporting pupils with medical conditions*

*Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with their healthcare plan (see our Supporting Children with Medical Conditions Policy).*

## **B3 CURRICULUM ACCESS AND INCLUSION**

*Hill View School strives to provide an inclusive education, engendering a sense of community and belonging through its:*

- inclusive ethos;*
- broad and balanced curriculum for all pupils;*
- systems for early identification of barriers to learning and participation; and*
- high expectations and suitable targets for all children.*

## **B4 EVALUATING SUCCESS**

*Parents/guardians, staff and pupils meet regularly (at least 3 times each year), both formally and informally, to plan outcomes, revise provision and celebrate success.*

*The success of the school's SEN Policy and provision is evaluated through:*

- Monitoring of classroom practice by SENCo and subject coordinators;*
- Analysis of pupil tracking data and test results;*
- Cohort tracking conversations;*
- Value-added data for pupils on the SEND register;*
- Monitoring of procedures and practice by the SEN governor;*
- School self-evaluation;*
- Monitoring the quality of Individual Inclusion Profiles and review meetings; and*
- The school's Self Evaluation and Raising Achievement Plans.*

## **B5 COMPLAINTS PROCEDURES**

*If a parent or guardian is concerned about SEN support for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher, Deputy Headteacher and/or SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.*

*In the event of a formal complaint concerning SEN support, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.*

## **SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **CI STAFF DEVELOPMENT**

*The school is committed to gaining further expertise in the area of Special Needs education and disabilities. Current training includes school-based INSET, training sessions for TAs and lunchtime supervisors, SENCo and TA group meetings, attendance at county meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions. Staff meetings agendas and INSET are arranged to respond to the particular needs of the school.*

*Arrangements for the induction of NQTs and new staff into the school's policy and SEN procedures are detailed in the Staff Handbook.*

## **C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school is able to call upon the expertise of support services. These support services are contacted after consultation with the Headteacher or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must first be completed, and then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SENCo holds contact addresses and request forms for other agencies and support services. These can also be found in the LA's Local Offer information on their website at <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

## **C3 PARTNERSHIP WITH PARENTS**

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs and/or disabilities to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Evenings and Special Needs Review meetings.

Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

## **C4 THE VOICE OF THE CHILD**

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At Hill View School we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs. Where children are unable contribute their views verbally, these are determined through careful observation of the child over time and/or targeted questioning using visual cues, as well as through discussion with their parents.

## **C5 TRANSFER ARRANGEMENTS**

The SENCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

If a child joins Hill View School part way through their Early Years Foundation Stage or Primary school career, their previous setting will be contacted to request historical SEN records. These will be examined by the SENCo and the class teacher before outcomes are planned for, alongside the parents/carers and child. The SENCo will often call the other school directly for further information.

For any child transferring away from Hill View School during their Early Years Foundation Stage or Primary school career, a summary sheet detailing assessment data and relevant information is passed on to the new school. For any child with recognised SEND, records will be passed on, by hand where possible or via recorded delivery, to the new school as soon as possible. For children with any serious records of concern or any Safeguarding history, the Inclusion Leader will call the new school to discuss the history. Paperwork is handed over in the same method as above.

Early Years Foundation Stage staff meet with parents of all enrolled pupils before they start school, as well as the children. For children who are already recognised as having SEND, the SENCo meets with parents and staff from partner nursery schools prior to pupil starting school. It is normal for the Early Years Special Educational Needs Inclusion Teacher (EYSENIT) to attend these meetings. Relevant paperwork is usually transferred during these meetings. If any particular transition arrangements are required, a plan will be drawn up following this meeting (for example, a programme of additional visits).

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for at least a day. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged with staff at the new school. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school. Additional transition arrangements are made, where possible, for vulnerable pupils which is likely to include some of those with SEND.

For Year 6 pupils with Statements or Education, Health and Care Plans, these should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

## **C6 Monitoring and Review**

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed at least every two years.

*The school recognises that some children, especially those with SEND, may be at increased risk of discrimination or maltreatment and takes special consideration for the welfare of these pupils. This policy supports and complements Hill View's Safeguarding and Equality policies to ensure the school takes all necessary steps to protect the welfare of all children in our care.*

A copy of this policy is included in Hill View School's Safeguarding and Equality Portfolios which are held in the staff room, a hard copy is available on request from the school office. They can be viewed at any time through the school website. [www.hillview-school.com](http://www.hillview-school.com)