



Hope House School, Barnsley

**Special Educational Needs and
Disability (SEND) Policy**

Name and contact details of SENCo

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Introduction

Hope House School, Barnsley is an Independent School designated as a school of religious character. Entrance to the school is not automatic for any pupil, and for pupils with SEND, the balance of the whole class must be considered as well as their individual needs. Before applying, parents of children with SEND are invited to discuss their child's needs with the Headteacher and SENCo to ascertain if this is a suitable school for their child and if the resources they need are in place within the school.

Hope House School, Barnsley will consider very carefully any applications where prospective pupils have SEND. Individual applications will be discussed with the class teacher during the taster week undertaken by all prospective pupils. Issues arising will be discussed by class teachers, form tutors, SENCo, Headteacher, and Governing Body where appropriate, prior to making a final decision.

Admittance of pupils with complex SEND requirements will be given consideration where possible at the discretion of the Headteacher in consultation with the SENCo and staff and, if appropriate, with school's Governing Body.

The Governing Body has an agreed admissions criteria which endeavours not to discriminate against pupils with special educational needs and disabilities, and its admissions policy has due regard for the guidance in the SEND Code of Practice 2014.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place as the building in which the school is placed currently has mobility limitations. The school has an Accessibility Strategy which is appended to this policy. The school does not have a special unit.

Rationale

We are committed to ensuring that all children make progress irrespective of their level of need and the barriers to learning they might encounter. We have high expectations for all our pupils and want them to achieve the best that they can. Supportive working relationships with parents and close involvement of pupils in all aspects of their learning help us to deliver the best opportunities for the future.

Aims

To ensure provision and entitlement is provided within a Christian context. It is recognised that every individual is made in God's image and has needs of an holistic nature, incorporating cognitive, social, moral, spiritual, cultural, physical and emotional aspects.

To ensure that all our pupils reach their potential.

To provide an environment that encourages co-operation and understanding as well as fostering ambition and excitement for learning.

Policy formation

This policy has been put together in discussion with:

- staff
- parents
- governors
- pupils

This policy will be reviewed on: [insert]

Parents can request a full copy of this policy from: the school office or download from school website.

Copies of this policy are kept in: school office, staff room.

Signed by:

Chair of governors

What is SEN?

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

There are four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

Many children and young people span more than one category and these should only be used as a rough guide.

Children do not necessarily have SEN who:

- have English as an additional language
- are a looked after child
- have a disability
- have difficulties with attendance.

Identifying SEN

We recognise the importance of identifying pupils who might have SEN as soon as possible.

We:

- assess each pupil's current skills and level of attainment on entry and consider if any reasonable adjustments need to be made or if any other additional support needs to be put in immediately
- consult with parents about their view of their child's progress
- make regular assessments as part of our progress meetings – these enable us to quickly pick up on any children who are making less than expected progress and identify the support and strategies that might help them.

'Less than expected progress' includes where:

- progress is significantly slower than that of other children starting from the same point
- it is less than their previous rate of progress
- the attainment gap is not closing between the child and his/her peers (the gap may even be widening).

Our graduated approach

As soon as we have concerns about a child's progress we begin to apply our graduated approach. This includes:

First response

At this stage we focus on high-quality teaching targeted at the pupil's area of weakness. Discussion in our progress group will lead to suggested strategies and approaches that might be used.

We monitor the quality of teaching in our school carefully to ensure that all pupils' needs are met. Teachers receive regular professional development in SEN to enable them to identify and support pupils who might be encountering problems.

Teachers are responsible through quality first teaching for the progress and development of pupils in their class.

Targeted support

If a pupil continues to be a cause for concern and the issues raised at progress meetings are not resolved then a specific referral is made to the SENCo.

There will be a meeting between the SENCo and class teacher/subject teacher to identify what this support might include. Examples are:

- support in focus groups within the classroom by an experienced teacher/teaching assistant
- an intervention programme that targets particular skills such as literacy or numeracy.

Additional targets and desired outcomes will be set and the pupil's progress will continue to be monitored closely as part of an 'assess, plan, do and review' process. This is recorded on a pupil profile.

At this point we liaise with parents about the additional support being provided and ask for their views on why the pupil is not making expected progress.

Additional advice might be requested from an external person such as the school nurse.

Where a pupil's behaviour is giving us concern we will consider carefully if there are other underlying difficulties that might be the cause. These pupils will be identified and monitored through the Vulnerable Children procedure and Cause for Concern documentation.

We will consider any other barriers to learning that the pupil might be experiencing such as:

- difficulties with communication
- mental health issues
- housing, family or other domestic circumstances
- any particular incident or series of events such as bullying or bereavement.

Where it is decided that the pupil has SEN we:

- record this in the school records
- ensure that the parent is informed
- make arrangements for SEN support.

SEN support

This is a four-part cycle of assess, plan, do and review.

Assess

At this point we assess pupils' needs using:

- teacher assessment and observations
- data analysis comparing the pupil with peers and nationally
- the views of parents
- the views of the pupil
- advice from external support where this is relevant.

Plan

Following the assessment it is agreed between the teacher, SENCo, pupil and parent:

- the interventions and support to be put into place within an agreed time frame
- the teaching strategies to be used
- what the expected impact is and what the anticipated outcomes are
- when the plan will be reviewed.

This is the school-based plan. It builds upon the pupil profile started as part of the targeted support stage. It is kept on record and shared with other teachers and support staff as needed.

The strategies we choose are selected from the Sutton trust toolkit according to their proven effectiveness. Where necessary, staff is trained to administer them.

External support is involved where necessary.

Do

The class or subject teacher takes the lead on implementing the plan with the support of additional staff who deliver small-group and one-to-one to support as needed.

Review

The effectiveness of the plan is reviewed. This includes the impact of support and interventions. This is shared with parents. Review meetings usually take place termly. However, on occasions more regular meetings are built in, for example at the beginning of trialling a new strategy.

A further assessment might be carried out if we believe that there is a specific need to address.

Specialist services

Specialist services that we involve in supporting our children with SEN include:

- educational psychologist
- child and adolescent mental health services (CAMHS)
- specialist local authority support services, including for hearing and vision impairment
- speech and language therapist
- play therapist
- counselling service.

The SENCo is responsible for monitoring the use of specialist support and the effectiveness of intervention programmes selected.

Education, health and care needs assessment

If the pupil continues to make less than expected progress then the SENCo will discuss the possibility of requesting an EHC needs assessment from the local authority.

Supporting pupils and families

The SEND Code of Practice 2014 emphasises the importance of parent/carer involvement and pupil involvement throughout the SEN process.

The local authority Local Offer [include link] provides more information about the services that are available across the authority and the information and advice independent of the school that parents can access.

The provision that the school makes for SEN is also included in the SEN information report published on the school's website:

WWW.....
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This has been written in a parent-friendly way to enable parents to see clearly what the school offers their child with SEN.

The school supports its families through:

- early involvement through the teacher as concerns emerge
- involvement in the assess, plan, do and review cycle
- use of link books to maintain lines of communication
- discussion with parents about targets and 'next steps' on a termly basis

Managing medical conditions

Some of our children require medication to be administered during the school day. Our procedures for doing this is outlined within our First Aid Policy [include link].

We recognise our duty under the Children and Families Act and liaise closely with our school nurse to ensure that we comply.

Some children have their own healthcare plan which is drawn up with the school nurse and the involvement of parents.

Transfer

For pupils transferring to another setting, the SENCo is responsible for making sure that all records regarding SEN are transferred as soon as possible. Where possible the SENCo should also meet the SENCo at the receiving setting to discuss any particular issues and the kinds of support and intervention that the child has been getting so far.

The teacher has the general duty of ensuring that other staff with relevant information have the opportunity to feed their comments through to the new setting. This might include observations from teaching assistants.

The curriculum

All pupils have access to the full curriculum. Children are encouraged to gain confidence in different curriculum areas and mixed ability groups are part of the school's normal working practice. Planning takes account of the need for differentiation to provide full access for pupils with a range of varying needs. The SENCo checks planning to ensure that provision and resources are appropriate.

Classroom observations and training help to provide teachers with a range of strategies to enable pupils to access the curriculum.

Tracking progress

Throughout the pupil's time in our setting we continue to ensure that close monitoring of their progress takes place through:

- careful termly tracking
- discussion during progress meetings of individual pupil performance
- involvement of the SENCo in senior leadership team meetings when provision mapping takes place.

All children feel valued, have individual targets and are clear about what they need to do next to make the progress expected of them.

During the tracking of pupil progress, we check that pupils:

- are making the level of progress expected
- are being set challenging targets
- are further supported where progress is limited
- have any barriers to learning identified and addressed.

In order to do this the SENCo:

- keeps accurate records of the levels pupils are attaining
- is involved in discussions with teachers
- maps the provision and support available for pupils within targeted support and SEN support categories
- tracks the progress of individual pupils over the year.

Working with external agencies

The SENCo is responsible for liaising with external agencies and support services in respect of children with SEN. This includes:

- meeting with external agencies involved
- chairing annual review meetings
- leading or attending Common Assessment Framework/Early Help Assessment (Team Around the Family) meetings and providing information on learning and behaviour where necessary.

The headteacher attends social services and child protection meetings and feeds back to the individuals concerned. It is expected that teachers will spend time liaising directly with services supporting the children they have responsibility for. In some cases these might be professionals making a judgment in relation to statutory assessment and/or to provide advice on strategies to be used with individuals.

Monitoring and evaluation of SEN

The effectiveness of our SEN provision is monitored and evaluated by:

- analysis of individual tracking information
- analysis of trends of pupil groups against national and local authority averages
- before and after surveys and assessment following the use of an intervention programme
- observations of teaching and support
- annual pupil and parent surveys

This is collated at the end of the year to provide information for governors to compile their SEN information report.

Information from this evaluation is used to inform the school development plan and policy review. We review our SEN policy annually.

Training and resources

We recognise the importance of regular staff training to ensure that we keep up to date as well as exploring new areas of knowledge in relation to special needs. In order to do this we are committed to the following cycle of staff training on an annual basis:

1. Staff meeting every half-term to review progress of children with special needs, policy and to highlight any emerging issues.
2. SENCo – two days of training as a minimum to update on latest developments in relation to special needs.

In addition, it is anticipated that we will have:

- one whole day's training annually for all staff linked to the development of SEN teaching and learning as part of the improvement plan
- individual members of staff attending in-service training (INSET) courses as identified through their performance management meetings.

All courses attended and INSET received is recorded by the SENCo in the staff INSET log. As part of this, staff are also asked to indicate the quality and benefits of the training once they have attended. This information is also recorded by the SENCo.

An annual training audit is conducted to identify where there are gaps in staff expertise or where members of staff need refreshing in an area of professional development. Observations and individual staff requests can also lead to additional training for individuals.

Resources to support children with SEN are mostly kept in classrooms. Additional resourcing implications may emerge from discussion around the strategies to be used with individual pupils. These will be brought to the senior leadership team meetings for consideration.

Roles and responsibilities

Our SEN governor is: Su Wood

The SEN governor provides feedback to the whole governing body.

Our designated person for safeguarding is: Garrie-John Barnes

Our designated person for looked-after children is: Garrie-John Barnes

The designated person for overseeing the management of medical needs is: Ali Thomas

The person responsible for the staff storage of SEN documentation is: Su Wood

We are an inclusive school and aim to ensure that all our curricular and extra-curricular activities are accessible to all our pupils. The trips and visits co-ordinators meet with the SENCo to establish if there might be any difficulties for any pupils taking part in a school visit. Arrangements are made to overcome these.

Complaints

If there is a complaint about SEN provision:

1. Discuss any concerns with the class teacher/subject teacher.
2. Discuss any concerns with the SENCo (meeting to be arranged by the school office).
3. Ask for a meeting with both the headteacher and SENCo (meeting to be arranged by the school office).
4. A letter of concern may be sent to the Chair of the governing body or to the SEN governor for the attention of the Chair.

More information

SEN information report:

Anti-bullying policy:

Equal opportunities policy:

Teaching and learning policy:

Behaviour policy:

First Aid policy:

Admissions arrangements: