

THE HARLINGTON AND SUNDON ACADEMY TRUST



HARLINGTON LOWER AND SUNDON LOWER SCHOOL **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

Approved by Curriculum Trustee Committee: September 2018

Approved by Board of Trustees: January 2019

Next review: September 2019

PHILOSOPHY

Harlington Lower School and Sundon Lower School believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve their potential. We acknowledge that a proportion of 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. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Our schools aim 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.

AIMS

We aim to:

- ◆ enable every pupil to experience success
- ◆ promote individual confidence and a positive attitude
- ◆ 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
- ◆ 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, plan, carry out activities and regularly review pupils' progress and needs (Assess, Plan, Do, Review)
- ◆ involve parents/carers in planning and supporting at all stages of their child's development
- ◆ work collaboratively with parents, other professionals and support services
- ◆ ensure that the responsibility held by all staff and Trustees for SEND is implemented and maintained.

ROLES AND RESPONSIBILITIES OF HEAD TEACHER, OTHER STAFF AND TRUSTEES

Provision for children with special educational needs and disabilities (SEND) is a matter for the school as a whole. It is each 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. 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.

The Board of Trustees in co-operation with the Head Teacher has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed **Amanda George** as the SEND and Safeguarding Trustee, who takes particular interest in this aspect of both schools.

THE HEAD TEACHER HAS RESPONSIBILITY FOR:

- ◆ the management of all aspects of the school's work, including provision for pupils with SEND
- ◆ keeping the Board of Trustees informed about SEND issues
- ◆ ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to Trustees

THE BOARD OF TRUSTEES WILL ENSURE THAT;

- ◆ the 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 SEND Code of Practice (2014 and updated November 2015)
- ◆ 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 and the school as a whole is involved in the development and monitoring of this policy.
- ◆ the Trustee responsible for SEND should attend termly meetings with the SENDCos of both Harlington and Sundon Lower Schools

THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY CO-ORDINATOR (SENDCo) 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
- ◆ ensuring that detailed assessments and observations of pupils with specific learning problems is carried out
- ◆ coordinating the provision for pupils with SEND
- ◆ supporting class teachers in devising strategies, drawing up My Support Plans (MSPs), setting targets appropriate to the needs of the pupils, 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
- ◆ ensuring close liaison with parents of pupils with SEND is in place, 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
- ◆ maintaining the school's SEND register and records
- ◆ 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, end of year assessments and SATs
- ◆ contributing to the in-service training of staff
- ◆ managing learning support staff/teaching assistants
- ◆ ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils; and
- ◆ liaising with the SENDCos in receiving schools/and or other lower/primary schools to help provide a smooth transition from one school to the other
- ◆ updating the School Information Report (SIR)
- ◆ guiding parents to the Central Bedfordshire Local Offer

CLASS TEACHERS ARE RESPONSIBLE FOR;

- ◆ including pupils with SEND in the classroom, and for providing an appropriately differentiated activities. They can draw on the SENDCo for advice on assessment and strategies to support inclusion
- ◆ making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- ◆ giving feedback to parents of pupils with SEND as necessary
- ◆ writing support plans and provision maps for the children in their class
- ◆ an awareness and understanding of this policy and the School Information Report
- ◆ collecting evidence for referrals and EHC plans

LEARNING SUPPORT STAFF/TEACHING ASSISTANTS SHOULD:

- ◆ be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND through consultation with class teachers.
- ◆ use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- ◆ be fully aware of the support plans and provision maps for children in the class where they are based
- ◆ an awareness and understanding of this policy and the School Information Report
- ◆ support with intervention programmes for children with SEND

ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision for their children they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should make an appointment with the Office Manager at Harlington Lower or Sundon Lower to speak to the SENDCo.

In the event of a formal complaint parents should follow the procedure in the school's Complaints Policy.

ARRANGEMENTS FOR MONITORING AND EVALUATION

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

- ◆ monitoring of classroom practice by the SENDCo and subject leaders
- ◆ analysis of pupil tracking data and test results for individual pupils and for cohorts
- ◆ value-added data for pupils on the SEND register
- ◆ monitoring of procedures and practice by the SEND Trustee
- ◆ the prospectus, which contains the required information about the implementation and success of the SEND policy
- ◆ the school self-evaluation systems are used to monitor provision in the school
- ◆ visits from LA personnel and Ofsted inspection arrangements
- ◆ feedback from parents and staff, both formal and informal, following meetings to produce support plans and targets, revise provision and celebrate success.



We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.