



Special Educational Needs & Disability Policy

Rationale

Hutton CE Primary School is an educationally inclusive school in which the learning achievements, attitudes and well-being of every young person matters.

Aims:

At Hutton CE Primary School we aim to:

- Ensure the educational needs of all children are identified, assessed and provided for.
- Provide an inclusive environment which enables all children to have access to a broad and balanced curriculum.
- Enable all children to receive the support they need to maximise their potential.

Guidelines:

- Provision for SEND is a matter for the whole school.
- The Governing Body has a responsibility to ensure the SEND Code of Practice is adhered to and parents are aware of provision in the school, through the school's Information Report, Parent Forums and information on the school website
- It is the responsibility of the School's leadership team to ensure the effective management of SEND provision in school.
- All teachers in school are teachers of children with SEND. All staff do their best to adapt the curriculum to meet the children's specific needs, demonstrating High Quality First Teaching.
- All staff are actively involved in the development of the School's SEND and inclusion policies and are aware of the procedures for identifying, assessing and providing for children with SEND in the school.
- Children and parents are at the heart of SEND provision in the school and are full participants in the assessment, review and implementation of provision across the school.
- The school provides for SEND through the employment of trained Learning Support Assistants, Learning Mentors and Teaching Assistants. These are allocated according to levels of need. All Learning Support Assistants receive appropriate training to enable them to deliver specialist support where needed.
- Hutton CE Primary School also offers a range of specialist games, books, software and equipment where appropriate.



Provision:

The following support programmes are offered to children at Hutton CE Primary School;

- Social Skills training and support
- Mentoring support for children with emotional needs
- Additional Literacy programmes in Year 1 through to Year 6
- Numicon Maths programmes
- Springboard Maths catch up programmes – in Key stage 2
- First Class at Number Maths catch up.
- Stiles phonics and reading comprehension programmes
- Accelerated and Accelewrite software to support writing and reading comprehension.
- Nessy Reading Programme
- Five Point Scale
- We also offer screening and assessment programmes for specific learning difficulties using Lucid cognitive profiling software and the Dyslexia Portfolio.
- Visual Stress Assessment.
- Heart Math Programme – to develop emotional skills.
- An Annual Strategic Conversation is held once a year. This is where outside agencies meet with school staff to effectively plan the provision across the school enabling access to outside agency support where necessary.
- The SEND team work closely with the Local Authority and other agencies to ensure inclusive practice and appropriate specialist advice, assessment, information and provision.

The SEND Code of Practice (See appendix A)

- Ensures children are provided with appropriate levels of support to match their needs. By adhering to this the class teachers ensure differentiation of work within class to match an individual's learning style (Wave 1). Where appropriate, children are given small group support following a specific programme (Wave 2).
- Children on **Waves 2 and 3** may also receive 1 to 1 support to target a specific learning need.
- Children on Wave 3 of the Code of Practice will have received specialist support and advice from North Somerset's inclusion support services, in order to offer the best possible provision to match their individual needs. They may have ongoing medical needs and will be overseen by a Community Paediatrician, Physiotherapist, Occupational Therapist or Speech and Language Therapist.
- Children on Waves 2 and 3 have planned provision delivered through an individual or group Support Plan targeting their learning to ensure progression, as they move through the school (ISPs).



Believe, Achieve, Succeed. In our hands we hold the future.

- Children on Wave 3 (with the most complex needs) will also have a HOPS Meeting (Helping Our Pupils Succeed) three times a year. These meetings are pupil-centred reviews attended by the pupil, parents and key staff in order to write an Individual Education or Behaviour Plan with specific targets to ensure they make progress in their area of need.
- Effective transition planning is in place at the beginning and end of Foundation stage, Key Stage 1 and for transition into Key Stage 3.
- Support Plans are reviewed every term with each child as part of their Mentor Meeting, where they are encouraged to negotiate their own targets for learning. This is a fundamental principle behind SEND provision at Hutton CE Primary School and an integral part of our inclusion policy.

Monitoring:

- Staff, parents, governors and children ensure effective monitoring of SEND provision at Hutton CE Primary School through discussion, action planning, provision planning, reporting and participation in the learning process.
- Parent Forums give parents an opportunity to give feedback on the effectiveness of the SEND provision at our school and work with the SENDCo to plan developments for the future.
- A register of special needs is held by the school and updated each term by the SEND team. We have a fluid register with pupils with emotional difficulties being placed on the register for short periods of time whilst their needs are addressed. These pupils may only be on the register for a short time, however, as a school we feel it is important that we identify their needs and address them rather than not place them on the register. This is particularly relevant as Learning Mentor posts are used to support these pupils and has budgetary implications.
- SEND provision is reviewed regularly in line with the code of practice and the school's inclusion and health and safety policies.
- A telephone conversation to update the Strategic Conversation meeting is held every other term to ensure effective provision for all children on the School's SEND register.
- The Leadership Team report regularly to the Governing Body on matters relating to SEND provision and Inclusive practice in school.
- A member of the Governing Body is a member of the SEND team.

Policy reviewed: February 2020

Policy review: February 2021

Ratified by the Local Governing Body and signed by chair or vice chair:

Jane Barry

18/5/20

LGB Chair



Appendix A

Code Of Practice level	Code (as appears on the register)
Wave 1: Children are given individual or group targets within class to help support their learning and to focus on any difficulty being experienced at school. Assessments and logs are kept to track the child's progress and level of need	1
Wave 2: If the child continues not to make the expected level of progress or continues to experience a particular difficulty with accessing the curriculum, they will have a group or individual action plan which targets the support they require within school to meet their needs. They will receive small group support.	2
Wave 3: Children continuing to cause concern and not to make the necessary progress despite intervention and targeted support will be raised at the ASC meetings and outside agency support advice is sought. Children on Action Plus will receive some level of targeted support from an outside agency for an identified period of time.	3
Wave 3+ Audit funding: Children that have a high level of need and require an individualised timetable to enable them to access the curriculum appropriately may receive additional audit funding to enable trained support to be put into place.	3+ (audit)
Education and Health Care Plan: In extreme cases where a child has an exceptionally high level of need an EHC may be applied for. This is a process during which a detailed plan of the child's needs and areas of development is drawn up. It is a legal document that must be implemented by all agencies involved in the child's development and is reviewed annually.	EHC