



Hemingford Grey
SCHOOL

SPECIAL EDUCATIONAL NEEDS DISABILITY (SEND) POLICY

Date policy was last reviewed and approved:	February 2016
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Statement of philosophy

At Hemingford Grey Primary School we support the principle of an inclusive education system and believe that all children within our community have equal rights to the opportunities offered by education.

At our school we have:

A commitment to ensuring that every child is challenged appropriately and given the opportunity to develop the attitudes, skills and knowledge that will enable them to thrive in the present and prepare them for the future.

Teachers who 'put themselves into the shoes' of children who come here and having done this, entice them to learn.

Continued rigorous monitoring of teaching and learning to ensure that every child meets the high expectations set for them.

The key drivers for our curriculum are:

Independence

Developing independent learners who understand apply the principles of our 5 Rs of learning to maximise their potential.

Diversity

Developing our learners' understanding of spiritual and cultural diversity in local, national and global societies

Communication and Language

Developing fit for purpose communication and language skills in our learners

Locality

Developing our learners' understanding of the local area and the community that sits within this area

Enquiry and Activity

Developing curious and engaged learners through an active curriculum

To Achieve this the Children are encouraged to work within the 6Rs (Resilience, Respect, Relationships, Risk taking, Reflection, Resourcefulness)

As well as addressing the aims of the school, this policy addresses the following aims in Special Educational and disability Needs :

The right to:

- Access to a high quality educational experience
- Participate in a broad and balanced curriculum
- Be part of the social life of the school

The needs of children will be identified and met as early as possible. The children will be involved in planning their education, encouraging them to become independent and take responsibility within the school. The achievement of all children will be raised.

Equal opportunities

All children have an entitlement to receive and benefit from the curriculum. At Hemingford Grey we aim to organise our classroom groupings and planning to take account of each child's experiences and abilities, recognising their needs irrespective of gender, disability, race, learning or behavioural difficulties.

***'An entitlement to learning must be an entitlement for all pupils.'* (Curriculum 2000)**

Teaching strategies

Teachers will provide effective learning opportunities for all children through:

- Setting suitable learning challenges
- Responding to children's diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children.
- Make provision for increased curriculum differentiation based on the child's strengths and weaknesses
- Flexible planning and a variety of approaches and teaching methods.

Expected learning outcomes

Adequate progress will be made if:

- The attainment gap is closed between the pupil and his or her peers
- The attainment gap has not grown wider
- The attainment gap is similar to that of peers starting from the same baseline
- Progress matches or better the previous rate
- Access is enabled to the full curriculum
- There is an improvement in self-help, personal or social skills
- There is an improvement in behaviour.

Time allocation and organisation

Wave 1: **Quality first teaching.** Classroom differentiated.

Wave 2: **Early Identification.** Classroom differentiated. Child is placed on the Cause for Concern register and monitored by class teacher and SENDCO

Wave 3: **School Based Action** – More individualised support is needed and Child is placed on the school SEND register and a programme of intervention devised for the child. Advice may be sought by external agencies. A Pupil Profile will be produced for the child detailing all intervention.

Wave 4: **Educational Healthcare Plan (EHCP)** School Apply for an EHCP for child to county Statutory Assessment Team (At Present Children across county are being changed from Statements to EHCP's but this is a 5 year programme so some children in school may still have a statement)

Learning environment

Children with Special Educational Needs achievements are celebrated across the school through displays, assemblies and other initiatives. Children's learning is supported within the context of the classroom as much as possible.

Resources

The school has a variety of specific resources to support the learning and development of pupils with Special Educational Needs.

Assessment and record keeping

Summative and formative assessments are completed in accordance with the schools assessment policy and are driven by the nature of the child's needs. Outside agency support is provided by Educational Psychologists, Speech and Language therapists, the School Paediatrician, Child and Adolescent Mental Health Service, specialist teaching team, Occupational therapy service, Physiotherapists, Locality team and the Pupil Support Service. The school also employs a speech and language TA and a TA that is responsible for inclusion work.

Parental and pupil views are sought at every stage of the assessment and review of a pupils Special Education Needs.

Each pupil on the SEN register has a Pupil Profile detailing the reason the child is on the register. It also provides evidence of all the intervention the child is receiving and all the input they are receiving from external agencies. This is reviewed, assessed and next steps identified and discussed with parents on a termly basis.

Health and Safety

When working with equipment and materials the children will be taught to use their environment to ensure the health and safety of themselves and others.