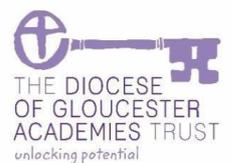


SEND Policy

Status & Review Cycle;	Statutory.
Responsible group:	The Trust with LGB amendments to context
Implementation date:	September 2020
Next Review Date:	September 2021



Vision

Hardwicke Parochial Primary Academy is committed to striving for excellence in all that we do at the school. Our vision is that pupils become creative and ambitious learners who strive to do their best at all times because they are motivated and guided by inspirational and caring adults. They will be able to contribute to their local community and understand how their actions impact on a wider, global world. They will be caring citizens who know how to keep themselves and others safe. They have a role to play in looking after others.

We care, learn and achieve together.

Content

Policy Statement	1
Purpose and Scope	1
Definition of Special Educational Needs	1
Objectives	1
Staffing	2
The Role of the Local Governing Body	2
Identification, assessment, provision and review arrangements	2
Resources	3
Equality statement	3
Teaching and Learning	3
Guidance and support from external agencies	4
Expertise of Academy staff in relation to SEN	4
Behaviour	4
External support and guidance	5
Social and Emotional Needs	5
Pupils with medical needs	5
School trips and visits	5
External Clubs and Guidance	5
Complaints	5

Special Educational Needs and Disabilities Policy

Policy Statement

1. The ethos, values and relationships of the Trust, and its associated academies, is central to witnessing to the Trust's Christian foundation. It is the aim of The Trust to provide every pupil with the best education possible. The Trust has a fundamental belief in the equality of opportunity in the classroom. Whilst modifications or support may be required for some children, all pupils will be fully included into the life and curriculum of Hardwicke Parochial Primary Academy.

Purpose and Scope

2. This policy document sets the commitment and expectations of the Academy will regard to supporting pupils identified as having Special Educational Needs as well as setting out the local offer at Hardwicke Parochial Primary Academy for pupils with specific needs.

Definition of Special Educational Needs:

3. A child has special educational needs if he or she has learning difficulties that require special educational provision to be made.
4. A child has learning difficulties if he or she:
 - has a significantly greater difficulty in learning than the majority of children of the same age;
 - has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA;
 - is under compulsory school age and falls within the definitions above or would so do if special educational provision was not made for him/her.
5. Special education provision means:
 - for a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools or academies, (other than special schools) in the area;
 - for a child under two, educational provision of any kind (1993 Education Act, section 156).
6. Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.
7. Staff at Hardwicke Parochial Primary Academy will have due regard for the Special Needs Code of Practice (2014) when carrying out their duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Objectives

8. These are to:

- comply with the regulations set out in the Children and Families Act 2014
- use the school's assessment procedures as a framework to identify and support children with Special Educational Needs (SEN);
- comply with the requirements of the School's Agreed Curriculum;
- provide every child equal access to a broad and balanced curriculum irrespective of needs, gender, race creed or beliefs.

Staffing

9. The SEN team within the academy is:
 - Special Education Needs Co-ordinator (SENCO): Mrs H Gregory
 - Family Support Advisor (Mrs R Smith)
 - Class teachers
 - Teaching Assistants within the Academy also provide support to children following individual literacy and numeracy programmes as well as focused support in class and in small groups where appropriate.
10. The SENCO is responsible for coordinating and monitoring the arrangements for the educational provision for pupils with SEN. The SENCO is responsible for the day to day operation of the SEN policy.

The role of the Local Governing Body

11. The Local Governing Body will monitor any SEN issues and the effectiveness of the SEN provision.
12. The Local Governing Body will appoint a SEN Governor to oversee the quality of provision (Mrs Vanessa Moore)

Identification, assessment, provision and review arrangements

13. Identification may be by parents or any adult working with a child who raises an area of concern about that child. This should be addressed to the child's class teacher initially to enable assessment to proceed. Parents will always be kept informed of any concerns and consulted at the outset.
14. Assessment may take many forms according to the area of concern:
 - Staff may make on-going assessments of pupils in accordance with the whole school's Assessment Policy;
 - Additional assessments may take place within the Academy to help to define an area of need and provide base line data on a child's ability;
 - At 'Additional Educational Need' onwards, requests may be made for assessment from outside agencies, for which parental consent is always sought before proceeding.
15. Provision offered will be specific to a child, or group of children:

- Within class this will involve the class teacher in close monitoring and differentiated activities;
 - At 'Additional Educational Need' and above, a variety of assessments may be used to provide an MyPlan. Where required, this will form part of the child's Education and Health Care plan (EHCP). This will set small targets to be achieved within the specific time scale and outline how this will be done;
 - Parental and child views will be actively sought and both will be involved in setting and supporting targets;
 - Work will be appropriately differentiated to enable access to the National Curriculum.
16. Children generally work and are supported within the classroom, but may be withdrawn for short periods for specific additional support.
17. Reviews of the progress made take place termly. The Academy is part of the Achievement for All programme and, as such, the reviews will take the form of structured conversations with parents. The class teacher will carry out the structured conversation for children on the SEN list who have a My Plan. The SENCO will carry out the structured conversations with parents of children who currently hold an EHCP or My Plan +. Any other professionals involved with the child will either be invited to attend or to submit a report. The views of children and parents on progress towards previous targets are actively sought and both are involved in the setting of new targets, where relevant. All targets set are reviewed by the SENCO.
18. If a child's progress catches up with that of their peers, then he/she may be removed from the SEN list.

Resources

19. In line with new Children and Families Act 2014, the school has a published Local Offer, which is available on the School Website.
20. Resources may include: specific learning programmes, human resources, specific equipment or access to the Academy's nurture provision. In addition:
- The Academy is committed to a policy of reviewing and developing its SEN resources;
 - The Academy will invest in a range of teaching aids to develop literacy and numeracy skills, in addition to those generally available as class resources;
 - Teaching assistants will be deployed to assist children on an individual or group basis to support their learning;
 - Where necessary, specific equipment may be provided, according to particular needs;
 - Support from specialists (eg an educational psychologist or speech therapist) within class or as part of a withdrawal programme may be sought;
 - Advisory teacher expertise may be used to support class teachers in the setting of an appropriate differentiated curriculum when necessary;
 - Carefully trained parent volunteers may work with some children.

Equality statement

21. Hardwicke Parochial Primary Academy believes that every child matters; all children have the right to full inclusion. The Academy support and work alongside each child to ensure that access to the full National Curriculum is obtained with respect to each individual need.

Teaching and Learning

22. Hardwicke Parochial Primary Academy aims to ensure access for all to the curriculum as appropriate. Daily liaison between the parent and Academy is led by the class teacher. This is supported by the Special Educational Needs Coordinator (SENCO) as appropriate.
23. Children's needs are regularly reviewed during our pupil progress meetings, with the relevant class teachers and their classroom team. The SENCO and senior leadership team ensure that the accessibility plan is regularly reviewed and is appropriate for the needs of the pupils in the Academy. As a result of this, class teachers are able to plan support appropriately for the individuals in their class.
24. Additional support is given to children in a variety of different ways:
- Through a differentiated curriculum, breaking down the learning into smaller manageable chunks.
 - Through support from qualified adults who work with a small group of pupils on a focused aspect of learning. This may be in or out of the classroom, depending on need.
 - One to one support as appropriate
 - Use of appropriate additional resources to allow the child to access the curriculum eg laptops, enhanced text, magnifiers or surround sound system.
 - For children with specific learning needs, visual timetables, social stories, pre-teaching, sensory awareness and breaks may be used to ensure access to the curriculum.
25. There is a statutory requirement for schools and Academies to provide services for pupils with SEND from their own budget. Further information can be found on Gloucestershire County Council website <http://www.gloucestershire.gov.uk/fis>.

Guidance and support from external agencies

26. Whilst Academy staff will be very well resourced to meet a range of needs, the Academy will seek specialist advice and guidance where necessary eg Educational Psychologists, speech and language teachers, the Advisory Teaching Service, occupational therapists and paediatricians.

Expertise of Academy staff in relation to SEN

27. Continuing professional development addresses the particular needs of the pupils within the Academy. Specialist training has been given to all staff to deliver the Achievement for All programme in school. All support teachers have received training on precision monitoring, Numicon, better reading, attachment, total communication, autism awareness, inclusion, behaviour management, dyslexia. Specific training for those providing one to one support for named pupils is given by specialist services.

28. The SENCO is will be supported in working towards achieving the National Award for Special Needs Co-ordination.

Behaviour

29. Hardwicke Parochial Primary Academy's behaviour policy outlines the Academy's core values, expectations and rewards system. However for some pupils this will not be enough and additional support may be required. In certain rare circumstances and for certain pupils, staff may break down expectations into more manageable chunks, use sensory breaks, a differentiated curriculum, positive rewards systems, positive role models and liaise closely with family. The Academy's aim is to prevent pupil exclusions. In exceptional circumstances, CYPs (Children and Young People's Service) and counselling services may be utilised.
30. Hardwicke Parochial Primary Academy's values all pupils' emotional well-being and staff will be well trained to identify vulnerability. For individual children who struggle socially, the Academy will develop Young Leader, Peer Mediator and Play Buddy support as appropriate, over time.

External support and guidance

31. The Academy will access a variety of services including: Health, Social Services, Local Authority support services, voluntary support organisations, specialist support teachers, educational psychologists, teachers for hearing and visual impairment, ASD advisory teachers, speech and language support, behaviour support, parenting support and counselling teams.

Social and Emotional Needs

32. Hardwicke Parochial Primary Academy's core Christian values, PHSCE, strong Academy ethos and high expectations ensure that pupils' social and emotional needs develop alongside those of their peers. Where necessary, the SENCO will liaise with GPs, paediatricians and Social Services to ensure a consistent approach and that appropriate information is shared.
33. The Academy will develop nurture provision, which will provide additional developmental opportunities for some pupils with the most complex needs. Specific assessment will be undertaken using the Boxall profile for pupils accessing this provision which provides a guide to the pupil's individual social and emotional needs.

Pupils with medical needs

34. Hardwicke Parochial Primary Academy will ensure that all pupils, regardless of medical or physical difficulties, have equal access to the curriculum. In order to do this, they may need additional practical resources such as a wheel chair or height adjustable furniture. Staff may be trained to safely administer specific specialist medication to a pupil if required.
35. Where a child has individual needs, for example, toileting or physiotherapy issues, these are discussed with the parent and health team as appropriate and an individual care plan is put in place.

School trips and visits

36. Hardwicke Parochial Primary Academy, all pupils, irrespective of their individual needs, will be included in trips and activities. For some activities, specialist risk assessments and one to one support may be required and will be put in place as appropriate.

External Clubs and Guidance

37. The SENCO will regularly reviews uptake of external activities to ensure a fair and balanced access for all pupils is achieved.

Complaints

38. Complaints in the first instance should be addressed to the class teacher. Issues not able to be resolved at this level should then be referred to the Principal. If the Principal cannot resolve the complaint then the parent or carer may contact the Chair of the Local Governing Body as laid down in the Academy Complaint's Policy.