



## HOE BRIDGE SCHOOL

# Special Educational Needs and Disability Policy (SEND)

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### Statement

At Hoe Bridge School we aim to ensure that all pupils who are accepted into the school receive a broad, balanced and differentiated curriculum, regardless of any personal, educational, social, physical or other difficulties. Our policy is that all pupils, including those with learning difficulties or disability or with special educational needs (pupils with a statement), have access to all aspects of the curriculum and the extra-curricular programme. Children may have learning difficulties or disability or special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for our pupils takes account of the type and extent of the difficulty experienced by the child.

Hoe Bridge School seeks to implement this policy through adherence to the procedures set out in this document and it is available to all interested parties on request from the school office. This policy applies to all members of our school community, including those within the EYFS setting. In line with our Equal Opportunities policy, the school's practices are informed by the *Children & Families Act (September 14)* and the *SEN and Disability Code of Practice 0-25 years 2015 (SEND Code 2015)*.

This policy should be read in conjunction with:

- Accessibility Policy
- Admissions Policy
- Curriculum Policy
- Educational Visits Policy
- Equal Opportunities Policy
- Every Child Matters
- KCSIE (2018)
- Pastoral Care Policy
- Premises and Accommodation Statement
- PSHE Policy
- Safeguarding Policy
- SEND Policy
- Teaching and Learning Policy

This document is reviewed annually by the SENDCo and Senior Management Team or as events or legislation change requires. The next scheduled change is October 2018.

## **Aims**

Hoe Bridge School sets out the following aims in regard to SEND:

- to identify pupils who need special consideration and support with their physical, intellectual and social development
- to ensure pupils with SEND receive their full entitlement in terms of a broad, balanced and differentiated curriculum
- to provide a framework of support to enable staff to respond appropriately to the needs of pupils
- to ensure pupils are valued equally and maximise their potential
- to ensure a high level of staff expertise through training and CPD for all staff, teachers and assistants

## **Definition**

Children are deemed to have special educational needs if they:

- have significantly greater difficulty in learning than the majority of pupils of their age
- have a disability which either prevents or hinders them from making use of the educational facilities of a kind usually provided for pupils of their age

Children must not be regarded as having a learning difficulty solely because English is not their first language. Similarly a child who has a disability or a formal diagnosis may not necessarily require special educational provision. For the purposes of our work at Hoe Bridge a disability is a physical or mental impairment that has a substantial and long term adverse effect on a child's ability to carry out day-to-day activities over and above that of their peers.

## **Procedures**

### **Roles and Responsibilities**

#### **Staff**

- SENDCos (Prep and Pre-Prep), Rebekah Palmer, Linda Renfrew
- Special Needs teacher (Prep and Pre-Prep) Kim Flack, Diana Barnett
- Special Needs Assistants (Prep and Pre-Prep) Jacqui Smithard, (Georgina Harrington – maternity leave), Tom Simonis Lynn Matthews,

#### **SENDCo's Responsibilities**

- Working with all staff and parents to initiate and monitor the procedure of identification of children with SEND

- Maintain the SEND Register
- Observation by class teacher and SENDCo
- Documentation using Hoe Bridge Individual Education Plans (IEP) and specific children's targets files at Early Years, School Action, Early Years Plus and School Action Plus
- Reviewing the IEPs and targets
- Setting targets with input from class teachers, form tutors and subject teachers
- Deploying staff appropriately including the hiring of peripatetic staff as required
- Liaising with parents and class/subject teachers
- Liaising with other professionals and LEA where necessary
- Liaise with the Board of Governors

### **Teacher's Responsibilities**

*Every teacher is involved with children who have special educational needs.* The role of the teacher is to adopt a graduated approach: Assess, Plan, Do and Review

- Alert the SENDCo of concerns by completing a Raising Concerns form
- Provide observation notes and evidence of the nature of the need
- Collaborate with SENDCo on the drawing up of - targets. All teachers working with the child have input to the targets .
- Action the targets set adapting the curriculum and classroom resources as required with support from SENDCo
- Review the IEPs and targets in line with reviewing all children's targets
- Liaise with the SENDCo, parents and external agencies where necessary.

### **Special Needs Teacher and Assistants Responsibilities**

- Liaise with SENDCo
- Work as directed supporting children individually and in small groups
- Work in collaboration with class teachers
- Assist in the identification of need
- Help to provide effective learning strategies
- Liaise closely with parents
- Assess, record and regularly evaluate

### **Peripatetic teachers Responsibilities**

When other specialists are required the SENDCo will liaise with both the specialist and the parents and agree a timetable for intervention. Parents may need to pay for this directly. Specialists may include Speech and Language Therapist, Occupational Therapist, Dyslexia specialist, Educational Psychologist

### **Parents**

For provision to be effective parental input and co-operation is required and it is hoped that by working in partnership in this way will be of maximum benefit to the child. The identification of a special educational need may be alarming to parents and many can become discouraged by their child's continuing difficulties at home and school. The staff aim to support emotionally and practically in the hope of alleviating anxieties, tensions and frustrations. We have an "open-door" policy and encourage parents to liaise closely with staff.

For this partnership to work effectively, parents' responsibilities will include:

- Informing school about any specific need their child may have upon entering the school  
Parents are able to do this verbally at the time of registration and by completing the Parent/Pupil Information Sheet. Parents should keep us informed of any special need that arises during the child's time at Hoe Bridge and of any action taken by them in respect of referral / treatment so that we can work in partnership with other professional bodies.  
Parents will be made aware of the SENDCo and her role and responsibilities at our Information Evenings at the beginning of the academic year.

- Working with school with regards to projects, homework, IEPs and targets. Parents are kept informed about current projects in school and regular homework is set. Progress is discussed formally at Parents' Evenings and parents are informed of review dates when progress and provision is discussed and new targets set. Teachers are available at other times as the need arises.
- Liaising with school when effective support necessitates the involvement of external agencies  
Via consultation parents will be made aware of external agencies that may help their child.

### **Pupils**

Children identified with Special Needs may contribute to the evaluation of their provision and target setting by attending review meetings if appropriate or their views may be sought beforehand.

### **The Board of Governors**

Specifically through the Education and Welfare Committees, are informed of whole school issues regarding SEND such as numbers, staffing, resources and occasionally individual children and their specific needs.

### **Identification**

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be overemphasised. The earlier action is taken, the more responsive the child is likely to be and the more readily can intervention be made without undue disruption to the organisation of the school. Assessment should not be regarded as a single event but rather as a continuous process.

Children are identified as having a SEND through:

- initial observation in class
- assessment monitoring CAT4, PTM, PTE and other regular assessment appropriate to the age – reading, spelling test etc
- from information provided by their previous school
- information from parents
- assessment by the SENDCos
- referral from outside agencies
- monitoring against specific targets

### **Records**

#### **Register**

A register of all pupils with Special Educational Needs is kept and up dated as required by the SENDCO. A brief resume of the nature of the difficulty, assessments carried out and, where necessary, the intervention programme is included.

#### **Recording Individual Needs**

The SENDCos are responsible for the record keeping which fits the staged approach of the school. Key documents include:

- The Special Needs Register
- Hoe Bridge Individual Education Plans – kept in the children's main files in the school offices
- Parent Contact / Discussion Forms
- Assessment Results (psychological tests and records of all standardised scores)
- Support Agency Records

The Special Needs Register and IEP Files are also kept in the Shared Area for Staff under SEND.

#### **Success Indicators**

The key indicators of success will be the progress made by individual children. They may include:

- Any positive change in behaviour or attainment – this may be of a lower level of attainment than might be considered usual but not, for that child, a measure of underachievement
- Reading & spelling ages

- Progress scores on PTM, PTE standardised tests
- The effective use of the Code of Practice, movement of children both up and down, within the graduated response model
- The willingness of staff to embrace new practices and their commitment to ongoing training in SEND disciplines
- The school's reputation in the community
- The successful placing of children in their future school

In addition to evaluating current practices, future developments are outlined in the Improvement Plan. We constantly seek to improve efficiency and effectiveness, refine procedures, explore new ways of providing the very best possible provision and try to take anticipatory action that ensures that pupils are considered and catered for as soon as practically possible.

**Gifted and Talented** At Hoe Bridge School we consider all pupils to be potentially very able or gifted; to have very well developed learning skills across the curriculum, or talented; to excel in one or more specific fields. Labels are unimportant, what is important is that abilities are recognised, challenged and celebrated. We believe that promoting challenge should be an integral part of the curriculum, not an “add on” for the few.

### **Pre-Prep**

Children, from Nursery to Year 2, are considered to be Gifted if they show exceptional ability in all areas of the curriculum and Talented if they show exceptional ability in one or more curriculum area. These children have their own set of Special Needs and are supported by our SEND systems of identification including assessment and observation. Similarly their needs are addressed by compiling an IEP Able which identifies the key areas to address and sets targets to be reviewed at least termly. Children may be taught individually or in specific small groups to address their needs but their inclusion in the general work and topics of the class is maintained at all times.

Such children are challenged in their classes through carefully differentiated work; they may join a class or group of older children for some of the day in specific lessons or they may cover the work of an older year within their own class. Subject co-ordinators will liaise with class teachers over the targets to set and resources required

### **Prep**

When children are in the Prep school they may be identified as very able or talented and the programme of Challenge at Hoe Bridge Prep, see Policies and Procedures: Challenge at Hoe Bridge, addresses their needs. Setting in English & Maths 4 sets from Year 3 – 6, French 3 sets Year 4 – 6 and science 3 sets Year 6 and streaming in Year 7 and 8 extend the syllabi for the appropriate grouping. In all classes those set and taught in mixed ability differentiation is essential.

### **English as an Additional Language**

The School recognises this small group of children as having their own particular requirements with regard to learning and assessment. Children who are learning English as an additional language have linguistic skills similar to those of monolingual English speaking-children and the same intellectual ability to access the curriculum. It is important, therefore that these children are given full entitlement to the same curriculum opportunities as their native English speaking peers.

Children with English as an additional language do not produce separate work. We provide learning opportunities within the classroom that enable all pupils to make progress. Access to the curriculum is gained through differentiated tasks, mode of presentation and a range of recording methods. There is often a teaching assistant on hand in the classroom to help these children and paired/collaborative work is encouraged.

### **Teaching Strategies**

Once a child is identified as having special educational needs the procedure for intervention begins. This may include the drawing up of a Hoe Bridge Individual Education Plan which describes intervention which is additional and/or different from the regular differentiation which goes on in every lesson. The IEP and

individual targets are drawn up by staff, parents and children where appropriate and a review date set. Targets are reviewed and new targets set as required. If targets are not being met then the child may move onto the next stage in intervention – see Special Needs Procedures

### **Special Needs - Provision Map outline**

The Code of Practice 2015 describes only one single category of School Support. At Hoe Bridge that support is broken down into:

#### **Observation Stage:**

A preliminary, informal stage for the recording and monitoring of progress of children who may be causing concern. Teachers may liaise with the SENDCo at this stage.

Key elements: Identification, consultation with parents; gathering information; differentiating within the classroom, small group and 1:1 provision from the teacher and classroom assistants; monitoring of progress. Advice sought from SCC Early Years Advisor.

#### **Stage 1 Early Years and School Action:**

Increased gathering of information and differentiation of the curriculum; special help delivered within the ordinary classroom through flexible grouping and setting strategies, some opportunities for out-of-hours learning opportunities.

Key elements: As for Observation Stage plus registration of the needs by the SENDCo who will take the lead in assessment procedures; more information gathering by the class teacher; increased differentiation of the curriculum, IEP and individual targets set where applicable and delivered mainly within the classroom but some limited withdrawal and/or out-of-hours provision; eventual consideration of the need to involve external specialists. Advice sought from SCC Early Years Advisor.

#### **Stage 2 Early Years and School Action Plus:**

The School calls on outside specialist help.

Key elements: As for School Action but with the involvement of other Professionals including educational psychologists, occupational therapists, speech therapists etc. Advice sought from SCC Early Years Advisor.

#### **Stage 3 Statement of Special Educational Needs or Education Health and Care Plan:**

These children will have demonstrated such significant difficulties that they will have been brought to the attention of the LEA.

### **Planning the Curriculum**

All teachers are required to deliver Quality First Teaching and to differentiate in their planning and delivery so that every child can gain access to a broad and balanced curriculum. Differentiation may be by:

- Outcome – all pupils complete the same task/activity. The teacher requires a different outcome from individual pupils in terms of quality and quantity of work.
- Task – groups complete a different activity but all activities are designed to show competence in the curriculum area, e.g. one group may draw a strip cartoon to show they understand a sequence of events, another may talk it through with an adult, record it on audio tape or have someone scribe it, while a third may make a written report.
- Resources – some children are given additional or different equipment to complete a task e.g. pencil grips, sloping boards, spellcheckers, Dictaphones, tablets, word banks, manipulatives etc
- Teacher focus – the teacher gives a varied amount of support to individuals to enable them to complete the activity.
- Organisation/grouping – pupils are grouped or paired to ensure that one pupil's strength compensates for another's weakness so that both may show competence in the desired skill, e.g. a good reader could be paired with a weaker reader so that together they can work on an ICT project
- Time – sometimes all that is needed for a child to show competence is extra time to finish a piece of work or complete a test.

### **Resources**

SEND (1.1 (28)): Oct 2018

Sloping desks, air cushions, pencil grips, varied writing paper, varied desk and chair size are all available as required. Dyspraxia programme, Social Communications Programme, ELS, EAL programmes, Dyslexia programmes, coloured overlays and existing school resources are adapted according to the needs and ages of the children.

### **Access and Integration**

See policies for Equal Opportunities and Accessibility

### **Links with other schools**

The school has close links with both senior schools and schools providing specialist support in the area. Great emphasis is placed on the advanced selection and the planning of smooth transfer to the appropriate school at 11 and 13+. The Head and SENDCos visit other schools on a regular basis.

Relevant documentation is sent out to senior schools in the term before entrance examinations and the Head will discuss specific needs with the prospective Head Teacher. The SENDCo contacts the schools to which our SEND pupils have gained places to discuss their needs with the staff who will have responsibility for their future provision.