



*Special Educational
Needs/Disability Policy*

Version Information

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Approved by the Governing Body of Huish Academy Trust

Chair of Directors  _____

Date

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This Policy should be read in conjunction with the individual school's SEND Information Report (Local Offer)

Rationale

At the Huish Academy Trust, we follow the SEN Code of Practice (revised 2015). We are committed to offering an inclusive curriculum to ensure the best possible progress of our pupils whatever their needs or abilities. Our vision for children with additional needs and/or disabilities is the same as for all children - to achieve well and lead happy, fulfilled lives.

Definition

A child with SEN must have a clearly identified need that requires a significant amount of different and additional provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a **significantly greater** difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions;
- (c) a child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

A person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day today activities.

(Section 6), Equality Act 2010

Children may have special educational needs throughout or at any time during their school life. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. All pupils identified with SEN will be categorised as 'SEN Support' or EHCP if they have an Education, Health and Care Plan.

1. Aims and Objectives

- 1.1 We aim to ensure that pupils' individual special educational needs are recognised and that the provision made will enable these pupils to make good progress and to have access to all aspects of school life.
- 1.2 The specific objectives of our SEND policy are as follows:
 - to identify students with special educational needs and disabilities and ensure that their needs are met
 - to ensure that students with special educational needs and disabilities are able to join in with all the activities of the school
 - to ensure that all learners make the best possible progress
 - to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
 - to ensure that learners express their views and are fully involved in decisions which affect their education
 - to ensure all staff are well supported to enable them to overcome barriers to learning for children with SEND
 - to ensure positive transitions to and from other educational settings for children who may be particularly vulnerable at these times
 - to promote effective partnership and involve outside agencies when appropriate.

2. Responsible Persons

- 2.1 Mrs Pauline Price, Executive Headteacher, has overall responsibility for the management of the Trust SEND Policy. The persons responsible for co-ordinating the day to day provision of education for pupils with special educational needs are listed in Appendix 1.
- 2.2 A member of the Local Board,, takes a special interest in SEND, although the Local Board and Trust Board as a whole is responsible for making provision for pupils with special educational needs.
- 2.3 The Local Board and Trust Board will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.

3. School Admissions

- 3.1 The Local Board does not discriminate against pupils with special education needs or disabilities, when admitting pupils to the school (see Admissions Policy)
- 3.2 Parents or carers seeking the admission of a pupil with complex SEN or a disability are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Strategy is available on request.

4. Provision, Inclusion and Access to the Curriculum/Early Years Foundation Stage

- 4.1 In our schools, we aim to offer excellence and choice to all our children. The National Curriculum/Early Years Foundation Stage curriculum will be made available for all pupils. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.
- 4.2 The school operates an equal opportunities policy and children with special educational needs are afforded the same rights and opportunities as other children. This includes children with an Education Health & Care Plan and those others with less complex special educational needs.
- 4.3 Where pupils have special educational needs, a Graduated Response will be adopted following Somerset's Framework for SEN and the SEN Code of Practice (2015).

5. Learning Plans and Provision Maps

- 5.1 All pupils that are categorised as 'SEN Support' or have an EHCP will have an Individual Plan.
- 5.2 Individual Plans are written by the class teacher/keyperson, but should be in consultation with pupils, parents, carers and the SENCo and should incorporate recommendations and strategies from any external support services.
The Individual Plan will set targets for the pupil and will detail:
 - the short-term targets for the pupil
 - the provision to be put in place
 - how adults (staff and parents) will help the pupil achieve the target
 - what the pupil will need to do towards to target
 - when the plan is to be reviewed
- 5.3 The front page of the Individual Plan will include the pupil's views on progress and what helps them learn.
- 5.4 The Individual Plan will be reviewed every term and the outcomes will be recorded. Pupils should participate in the review process where possible. Parents are given the opportunity to comment on the progress the pupil has made every term.
- 5.5 If a pupil does not make progress despite the school providing significant support and intervention, he/she may be discussed with other professionals where advice is sought from appropriate external

support services. This will always be with the consent of parents/carers. The Individual Plan should reflect the advice given and progress will be reviewed regularly.

- 5.6 A very small minority of pupils (2%) may have an Education, Health and Care Plan (EHCP). This is a legal document which sets out what the child can and cannot do and what needs to be done to meet those needs by education, health and social care. An EHCP is a statutory document that sets clear outcomes and what provision the child requires to enable them to make progress.

Somerset Local Authority have changed funding arrangements for pupils with complex needs (Autumn 2017) – additional ‘top-up’ funding is now only available for pupils with an EHCP. There is a three year transition period in place for those pupils that have funding under the old criteria to transfer to an EHCP, if appropriate. The transition to EHCP is not an automatic process for pupils with top-up funding and is dependent on the level of funding they receive and their needs at the time of transition. An application for an EHCP is extremely time-consuming and will only be considered for children with the most complex needs where all other provision has been explored and the child’s needs are not being met through SEN Support.

- 5.7 For school aged children a Provision Map is used to highlight additional support that a pupil may receive. Within schools, Provision Maps are updated annually and shared with parents/carers.

6. Identification

- 6.1 We constantly monitor the progress of all pupils in school. If a child struggles to make expected progress academically, socially or emotionally, we may decide to look into this further so we can identify the barriers to their learning. This will be discussed with you and some additional provision may be put in place – the impact of this will be monitored.

- 6.2 Some pupils have identified SEN before they come to our school so we use the information already available to identify how they need to be supported in our school setting. If a parent/carer thinks that their child has SEN, we will discuss this with them and carry out assessments with the pupil. Outcomes of the assessment and any additional provision will be discussed with the parent/carer.

- 6.3 There are a number of pupils within school that require some kind of additional provision and support – this is often provided through normal classroom differentiation and does not mean that the child has SEN. The SEN Code of Practice (2015) advocates a graduated response. Schools have a duty to support children with additional needs—much of this can be done without them being classified as SEN. If the pupil’s needs are more significant and complex, they may be identified as a pupil with Special Educational Needs (SEN).

7. Pupil & Parent Participation

- 7.1 Parents are given the opportunity each term to comment on progress on the pupil’s Learning Plan. Parents of pupil’s who have an EHCP or are in receipt of ‘top-up’ funding are invited to attend an SEND Annual Review meeting, along with other professionals involved with the child.

- 7.2 We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. We recognise the importance of children developing social as well as academic skills.

- 7.3 Children are involved at an appropriate level in target setting for their Individual Plan and in attending SEND Annual Review meetings, where appropriate. Children are encouraged to make judgments about their own performance. Pupil’s views are recorded on their Individual Plan each term.

- 7.4 Pupils with more complex SEND that are in receipt of ‘top-up’ funding or for those with an EHCP may complete a one-page profile which documents their views on their strengths and how they like to be supported. This is updated at least annually.

8. External Support Services

- 8.1 External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.
- 8.2 Parents will always be informed before an external agency becomes involved with their child.

Appendix 1

The persons responsible for co-ordinating the day to day provision of education for pupils with special educational needs are listed below:

Huish Primary School	Miss Laura Moore, SENCo	Mrs Sara Rogers, Assistant SENCo
Primrose Lane Primary School	Miss Laura Moore, SENCo	Miss Lauren Miles, Assistant SENCo
Little Learners @ Primrose Lane	Mrs Amanda Jones, EYFS SENCo	
Milford Junior School	Mr Luke Hancock	