

SEN policy and Information Report



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Introduction

At Hungerford we aim to provide a nurturing and supportive environment where everyone is welcome. We expect all children to be welcomed and fully included in all aspects of school life. We treat all children as individuals and aim to support them in whichever way is necessary in order for them to meet their full potential.

We choose not to exclude children, preferring to work with them creatively and in a Trauma Informed way so that they can remain part of our school community.

As well as welcoming children with SEND into our mainstream classes we also have a class for Key Stage 2 children with Social Emotional and Mental Health needs and two small provisions for children in EYFS/KS1 and lower Key Stage who have a diagnosis of ASC.

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Hungerford Primary School we do our utmost to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

We strive to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in our mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Jo Stephens

They will:

- Work with the Assistant Head Teacher/ Inclusion Lead and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Whenever possible, staff from the next setting and/or phase will visit the child at Hungerford and, where appropriate, attend the Annual Review of that child's EHPC. Staff from the new setting may also be invited to observe the child at Hungerford and wherever possible children will be also be encouraged to visit the new setting.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- SEMH & ASC KS2 Provision (Small group learning environment with nurture approach).
- ASC EYFS and KS1 Provision (Small group intervention with an adapted table, daily attention builder sessions, sensory input, individualized visual timetables & use of PECS).
- Attention Builders.
- Before & after school mathematics/literacy boosters.
- Play therapy

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 2 teaching assistants who are trained to deliver interventions such as Nurture Groups for children with Social, Mental and Emotional Health difficulties and Language & Literacy Groups.

Teaching assistants will support pupils on a 1:1 basis when the provision section within a child's EHCP mandates this.

Teaching assistants will support pupils in small groups when

We work with the following agencies to provide support for pupils with SEN:

Local Authority Provision delivered in school

- The Bridge Autism Outreach Service
- New River College Outreach Service
- Richard Cloudesley Outreach Service
- Samuel Rhodes School Outreach Service

Health Provision delivered in school

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

School-commissioned Services

- School Counselor

5.9 Expertise and training of staff

We have a team of 11 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Attention Builders Groups, PBS Behaviour management, Trauma Informed Practice, Supporting social and emotional health in schools and [AET – Tier 1 \(Introduction to autism\)](#)

5.10 Securing equipment and facilities

In addition to EHC plans, the school provides through its own budget and SEN Notional funding:

- ICT for some children with dyslexia, motor skill difficulties or visual impairment
- Raised tables and work stations
- Adapted chairs
- Necessary adaptations to toilet facilities

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) with Outward Bound.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

For specific information on how we support pupils with disabilities, please see the Trust's accessibility plan.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all our after school clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work with other agencies closely, by liaising with them on a regular basis. This liaison ensures that all of a child's areas of needs are addressed. The SENCO receives medical and clinical updates when appointments have been attended. All relevant professionals are invited to the child's annual review.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Assistant Head Teacher for Inclusion in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Any parents wishing to find out details of support services available to their child should speak to the SENCO, who will signpost them to the relevant service.

Islington SEND Community Support service provides free information, advice and support for

children and young people with special educational needs and their families. You can get in touch by contacting Islington SEND Community Support Service, The Northern Medical Centre, 580 Holloway Road, London N7 6LB. Telephone: 020 3031 6651 or 020 3031 6652. Email: islingtontsend@family-action.org.uk

5.17 Contact details for raising concerns

Concerns about SEN provision in our school should be made to the class teacher, SENCO or headteacher.

As part of the Children and Families Bill 2014, all schools are required to make available their Local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND).

The Local Offer provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place.

It shows families what they can expect from a range of local agencies including education, health and social care.

Knowing what is out there gives families more choice and therefore more control over what support is right for their children.

The Local Offer is Islington Local Authority's publication of all the provision "they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans." (Section 4.1 SEND Code of Practice, January 2015).

A copy of our local authority's local offer can be found on the Islington website.

6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives

Policy Owner and Contact Details

Jo Stephens, Head of Hungerford School
For further information on the Policy, please contact via email
jo.stephens@thebridgelondon.co.uk or phone 020 7619 1000
Next Review Date: September 2021