



## **Special Educational Needs Policy**

This policy has been developed over time and updated according to changes in legislation. A focus group of parents and governors has been involved in producing this document which replaces the Inclusion Policy. Able child provision is now incorporated into the school's Learning and Teaching Policy.

This policy should be read in conjunction with the following documents which can be found on the website [www.comptonallsaints.co.uk](http://www.comptonallsaints.co.uk)

- Learning & Teaching policy
- Equality statement
- Accessibility Plan
- Supporting Pupils with Medical Conditions in School Policy
- Complaints Policy
- Child Protection Policy, Procedure and Safeguarding Guidance
- Compton All Saints' C of E Primary School SEN Information Report

In addition to school policies, the following can be found at:

- Hampshire Local Offer [www.hantslocaloffer.info/](http://www.hantslocaloffer.info/)
- Teachers' Standards [www.gov.uk/government/publications/teachers-standards](http://www.gov.uk/government/publications/teachers-standards)
- SEND Code of Practice (DfE 2014) [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### **School Principles of Inclusion**

Compton All Saints' C of E Primary School is a caring and inclusive school committed to raising expectations and aspirations for all pupils. Its key values are compassion, gratitude and honesty and these underpin everything we do. The school provides a focus on outcomes for all children and places their well-being at the heart of this. High quality, inclusive teaching which is differentiated and personalised is recognised as the most effective way to close the gap and achieve the desired outcomes for most pupils. Within the school there is a flexible approach to learning styles and organisation in order to best support all children's needs. The school adopts a graduated approach to identify, assess and support pupils.

Every teacher is a teacher of every child or young person, including those with Special Educational Needs and Disability (SEND).

We are proud of our good relationship with parents and we value their participation in all aspects of school life, including SEND. We consider this an essential factor in children's success at the school.



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### SEND Definition

As stated in the SEND *Code of Practice* DfE 2014, a child has a learning disability if he or she:

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

### Identification and Assessment procedures

The school aims to identify barriers to learning and participation as soon as they arise. Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child. Information from parents, class teachers, the Inclusion Manager and external agencies help to identify barriers to learning.

At any time a child may require extra support during their school life. This does not necessarily mean they have a special educational need. It is the responsibility of all adults involved with their education to raise concerns, including parents/carers. In the first instance parents/carers should liaise with the class teacher regarding any concerns they may have.

At Compton our policy of ongoing assessment informs planning and provision for all children. The school monitors the individual progress of all pupils regularly; we consider their historical and current progress and this helps us identify any children who are under performing or who have significant social and emotional difficulties. We may also use specialised assessments to identify specific needs and seek advice from external professionals.

### The Graduated Approach

If pupils are not making adequate progress despite carefully planned interventions and adjustments they may be placed on the SEND register in the single category of 'SEN Support'.

We use the guidance provided by the Local Authority which ensures all Hampshire schools have the same approach. We also use this guidance to help us plan suitable provision for individual needs within the four broad categories of SEND:

- Communication and interaction needs
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is not to fit a pupil into a category. At Compton we identify the needs of a pupil by considering the needs of the whole child.

The school undertakes an **Assess – Plan – Do – Review** process to identify and place children on the SEND register.

### The Single Category of SEN support

The pupil will have a Personalised Learning Plan (PLP), setting out specific desired outcomes. This is usually reviewed termly and at least twice a year.

Pupil progress is closely monitored and we strive to achieve accelerated progress to 'close the gap' and achieve at least age-related expectations. Parents' views form an integral part



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of the process; we seek the parents' desired outcomes from the outset. Pupils are also asked to contribute their views. Class teachers are best placed for evidencing progress according to the outcomes described in the PLP and will work in partnership with the Inclusion Manager throughout the 'Assess, Plan, Review, Do' cycle.

**Assess:** Throughout the school, regular assessments of children are made.

These will include teacher assessment and may include spelling and reading tests which provide us with standardised scores. Standardised scores provide information about how the child is achieving in comparison to other children of the same age across the country; they help to create an overall profile of the child.

Pupils in Foundation Stage are screened for Dyslexia using the *Dyslexia Early Screening Test* (DEST) in the summer term.

**Plan:** The class teacher, parents/carers and Inclusion Manager will agree the adjustments, interventions and support to be put in place, as well as the expected impact on development and progress. A date for review will be set. Planning for the pupil will list desired outcomes, support to be put in place and success criteria.

**Do:** Staff will be deployed according to needs within the school; this may include group work or 1:1 support. Interventions for pupils are designed to have maximum impact and to be inclusive as much as is practically possible.

**Review:** The rate and nature of progress will be reviewed, any observations or assessments will be taken into account and the focus of support may be subsequently adjusted. Reviews will include any additional adults involved in the provision including pupil and parents'/carers' views.

If a pupil makes good progress and they no longer meet the criteria set out in the Hampshire Guidance they will be removed from the SEND Register in consultation with the parents/carers and class teacher. These children will continue to be closely monitored and may continue to receive some additional support in order to maintain progress.

### **Inclusion Partnership Agreement (IPA)**

An IPA can be helpful if a child has more complex difficulties which are causing concern. It is completed by the school following a meeting with parents, staff and any professionals involved. The child's strengths and needs are recorded alongside the arrangements to help meet those needs plus any new arrangements that may be required. It can be especially helpful at transition between classes or schools.

### **Education, Health Care Plans (EHCP)** (Replaces the Statement of Special Educational Needs).

There may be occasions when a child's needs cannot be met through the Single Category of SEN. In these circumstances assessment can be initiated by the school or parents. Following detailed assessments and a period of information-gathering, an EHCP may be issued which details the child's special educational needs, health needs and social care needs. It lists the outcomes sought for the child and specifies the provision required to meet their needs. There is a timetable for year groups of children with a Statement to be converted to an EHCP. If an EHCP is issued, it will be reviewed annually in line with statutory guidance. Further information can be obtained from the school or Local Authority.



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## Transition

A transition programme for pupils with additional needs can be arranged for pupils moving classes or between schools. The Inclusion Manager will liaise with any feeder and transfer schools in partnership with the class teacher to ensure the smooth transition. An IPA meeting may be a helpful part of the transition process. All relevant records relating to the child are passed on to the new school.

## Supporting Pupils and Families

Parents and carers may be signposted to relevant support networks in the local area run by organisations and charities. The Local Education Authority provides a Parent Partnership Service which provides impartial advice, information and support to parents and carers of children and young people with SEND throughout Hampshire.

Compton also has a Home-School link worker who is able to provide home visits, support to parents/carers and liaison between the school and home when required.

Parents/carers can access Compton's SEN Information Report on the school website where a link to Hampshire's Local Offer can also be found.

A parent's guide to SEND at Compton is available in the foyer.

## Training and Resources

The school receives an allocation within its budget share from the Local Authority for SEND based on pupil numbers and attainment. Pupils with an EHCP or Statement will only receive a proportion of the necessary funding from the Local Authority; the school funds the first 12 ½ hours of any one-to-one support.

Training, resources and staff development opportunities are planned according to the school improvement plan and to ensure the current needs of our pupils are met.

A Service Level Agreement (SLA) with the Hampshire Educational Psychology Service (HEPS) enables Educational Psychologists to work alongside staff to ensure the best outcomes for our pupils.

## Roles and Responsibilities

Member of Staff with responsibility for SEND is the Inclusion Manager: Sally Etheridge (SENCo Accreditation 2013)

Governor with responsibility for Special Educational Needs: Simon Theobalds

## Monitoring and Evaluating

The Inclusion manager and SEND Governor meet regularly; the Inclusion Manager reports to the Curriculum Committee of the Governing Body every term. The Head teacher in consultation with the Inclusion Manager and the SEND Governor will also monitor and evaluate the practice and provision for pupils with SEND, reporting and recording within the school evaluation procedures. It is the responsibility of the Inclusion Manager to inform the Head Teacher and Governors of legislation which directly affects SEND.

**Signed:** .....  
**Headteacher**

**Date:** .....

**Signed:** .....  
**Chair of Governors**

**Date:** .....