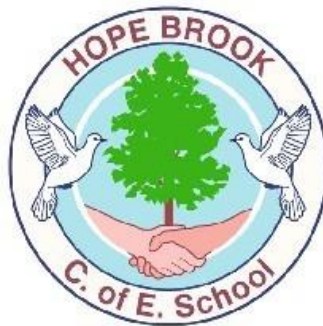


Hope Brook C of E Primary School



Additional Needs Policy

Learning together and growing together!

Our God given ethos inspires our atmosphere to nurture, raise aspirations and promote life in its fullness. It gives us the breath to develop respectful, enquiring minds, a spirit of curiosity and resilience.

We celebrate the preciousness of each person but water the goodness of working together to bring light into our community.

Light shining on the wider world, radiating HOPE.

Hope and respect for the future

Opportunities for all

Positive relationships that make a difference

Empowering all with knowledge and wisdom

Welcome to Hope Brook Church of England Primary School

We are a small rural school with five mixed aged classes. We enjoy close links with the village church and foster a caring atmosphere based on Christian values.

Introduction

All partners of Hope Brook (HB) are advocates of an inclusive learning culture which embraces the neurodiversity and individual needs of all. Understanding the whole child and listening to the child's voice, is key to this atmosphere. We actively engage care givers and other partners in developing a holistic understanding of a child's strengths and areas for development. It is from this information that together we plan a full and engaging curriculum to meet the universal needs of individuals, adapting the curriculum provision as necessary, offering relevant targeted intervention or specialist teaching and learning where appropriate.



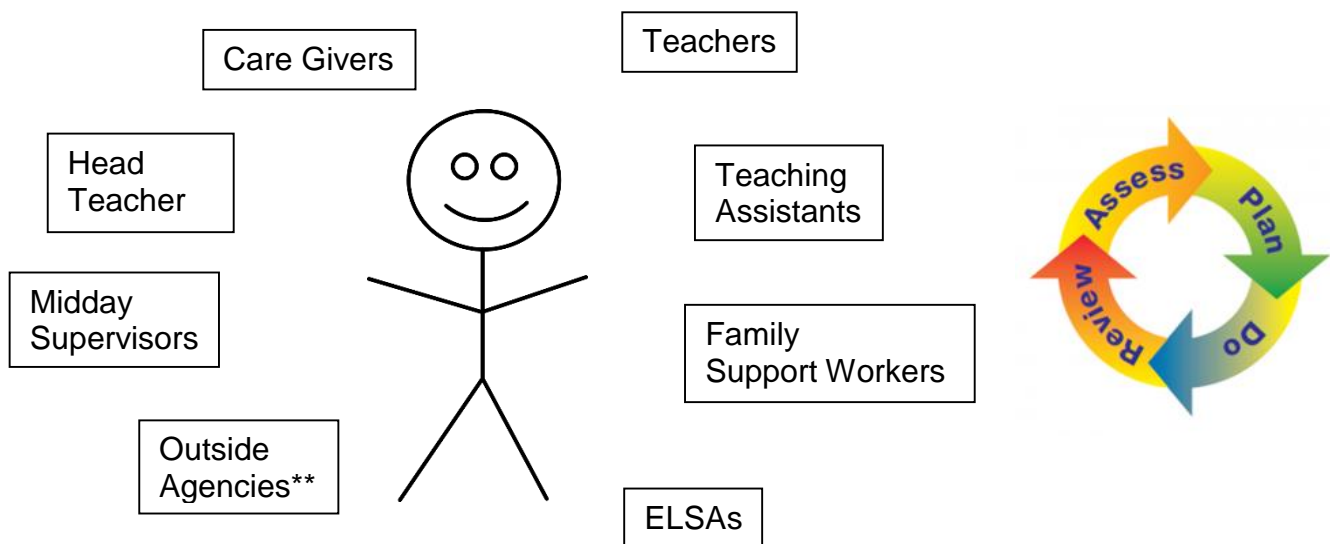
We aim to:

- Ensure the rights of every child to access the fullness of life at HB
- Empower learning through a wide range of learning opportunities, strategies and approaches.
- Ensure the diverse needs of all children are identified early
- Ensure early intervention to meet specific needs
- Ensure the positive well being of children is central to their life at HB
- Empower every child to develop the resilience and stamina needed for their next phase of development
- Equip every child with the skills and understanding needed to become lifelong learners
- Ensure transparency in decision making and resource allocation
- Continually review and seek to improve our practice

Recognising the diverse needs of a child

For most children their diverse needs can be empowered through the range of teaching and learning opportunities we offer to all children. This is referred to as *universal provision* and is achieved through HB's engaging and relevant spiral curriculum. For some children *targeted intervention* in specific areas will equip them to succeed within the spiral curriculum. For a few children a *specialised level* of teaching and learning, which may include an adaptation of the curriculum, will enable them to achieve their potential within the spiral curriculum.

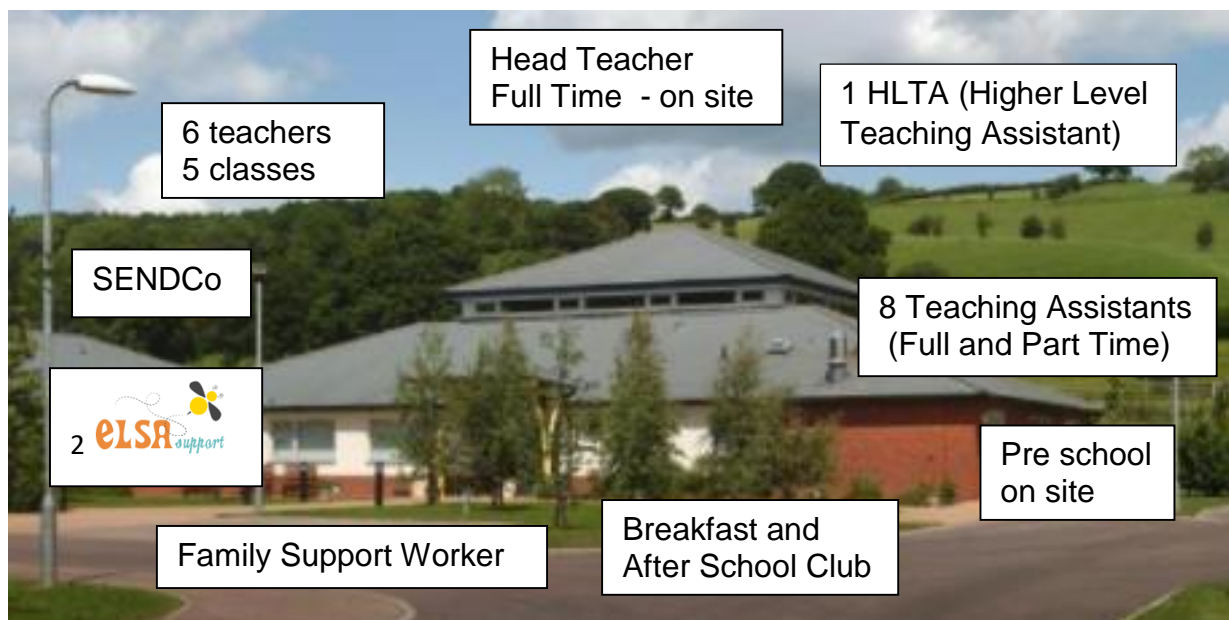
Early identification of a child's specific needs is vital to ensuring relevant teaching and learning opportunities are offered. A comprehensive picture of the whole child is developed, using information from the child and those who know the child, following a cycle of assess, plan, do, review.



For the child whose diverse needs can be met within the universal offer their progress is planned and assessed by the class teacher, using the whole school's planning and assessment structures, which includes a My Profile. For those children whose specific needs require targeted provision their progress is planned and assessed by the class teaching team using an additional layer of provision, a My Plan. Some of this group of children may require input from outside agencies. The progress of this group of children is planned and assessed the class teaching team, school SENDCo and outside agencies using an additional layer of provision, a My Plan+/Assessment. For the few children who require specialised provision their progressed in planned and assessed by the class teaching team, school SENDCo, outside agencies and the local authority, using an Education, Health and Care Plan.



A closer look at the unique nature of our provision



All staff engage in Continuing Professional Development (CPD). This can be in the form of courses run by external agencies or through training led by HB staff.

Areas of Teaching Assistant expertise:

Four of our Teaching Assistants have worked at HB for a long time and offer extensive experience within the year groups they work. Collectively our Teaching Assistants offer the following areas of expertise.

Social Skills	Emotional Literacy	Dyslexia	Gross Motor Skills	Phonic Knowledge
Listening and Attention Skills	Behaviour Management	Developmental Coordination Disorder	Fine Motor Skills	Early Reading
ASD (Autistic Spectrum Differences)	Global Developmental Delay	DLD (Developmental Language Disorder)	Handwriting	Early Writing
			Gymnastics	Maths Skills

Roles and Responsibilities

When describing the roles and responsibilities of all partners in this policy, it is with *specific* reference to children receiving targeted intervention and specialised teaching to access the curriculum and achieve their potential.

The Governing Body should

- Ensure the Head Teacher is accountable for educational performance by asking informed and relevant questions regarding the achievement and attainment of children
- Ensure the Head Teacher is accountable by asking informed and relevant questions regarding the finances allocated to children
- Ensure all staff are committed to working within the learning culture described in the Additional Needs Policy.
- Ensure carers and outside agencies are key contributors in the assess/plan/do/review cycle
- Ensure the positive well being of children is of paramount importance to all partners
- Ensure mechanisms are established to listen, understand and respond to the voices of children and relevant partners
- Ensure the SENDCo is appropriately qualified and/or experienced for the role
- Ensure the workload and resources available to the SENDCo enable effective management Curran (2018 2020)
- Ensure the rights of every child to access the fullness of life at HB, taking into account their safety, well being and the available resources.
- Ensure a named person is identified as the SENDCo Governor, who has knowledge of the current SEND legislation and is able to access ongoing training and development.
- The current SENDCo Governor is Revd Lara Bloom

The Head Teacher should

- Ensure all staff hold 'ambitious expectations' (DfE 2020) for children
- 'Use best endeavours' (DfE 2015) to ensure a culture and practices which enable children to access the fullness of life at HB and achieve their potential, taking into account their safety and available resources
- Ensure the positive well being of children is of paramount importance to all partners
- Ensure carers and outside agencies are key contributors in the assess/plan/do/review cycle
- Ensure that all teachers are aware of the importance of identifying children who require additional provision
- Ensure school complies to its statutory duties in terms of the SEND Code of Practice (2015)
- Ensure the role of the SENDCo is carried out by a suitably qualified teacher
- The current Head Teacher is Mrs Stephanie Severn

The SENDCo should:

- Ensure school complies to its statutory duties in terms of the SEND Code of Practice (2015) and Equality Act 2010: Advice for schools
- Ensure the rights of every child to access the fullness of life at HB, taking into account their safety, well being and the available resources.
- Be involved in the school's decision making at strategic and individual levels
- Be accountable to the Head Teacher and Governors
- Coordinate the additional provision for children which brings all partners together to optimise outcomes for children
- Monitor the effectiveness of provision in terms of outcomes, including attainment and progress

- Attend regularly relevant meetings and training to ensure national and local SEND knowledge and understanding is up to date and relevant
- Attend relevant courses to ensure specific SEND knowledge and understanding is up to date and fresh
- Inspire high aspirations from all partners to improve outcomes for children
- Ensure quality provision to enable all children to achieve their potential
- Develop effective working relationships with carers which fosters respect to achieve positive outcomes for provision
- Develop positive relationships with children
- Ensure the positive well being of children is of paramount importance
- Ensure all decisions for individual children are informed by the children themselves together with the insights of carers
- Develop professional and effective relationships with all outside agencies
- Ensure synthesis of information from all partners – education, health and social care – to optimise outcomes
- Develop professional relationships with the teaching team which fosters collaboration to achieve positive outcomes for provision
- Ensure the teaching team understand and feel empowered to offer well founded provision for children
- Contribute to the professional development of the teaching team to offer effective provision for children
- Ensure smooth transitions for children between key stages
- Ensure all planning for provision is considered in relation to its contribution to prepare a child for adulthood.
- Ensure the records of children are maintained by all partners
- The current SENDCo is Mrs Heather Marshall

The teaching team should:

- Be committed to working within the learning culture described in the Additional Needs Policy.
- Ensure the rights of every child to access the fullness of life at HB, taking into account their safety and the available resources.
- Ensure the positive well being of children is of paramount importance in the classroom
- Develop effective working relationships with carers which fosters respect to achieve positive outcomes for provision
- Develop positive relationships with children
- Develop professional relationships with all staff at HB to ensure proactive dialogue regarding children
- Be proactive in using information and advice from all partners to inform practice and provision
- Ensure early identification of children who may require additional provision.
- Ensure children experience Quality First Teaching with 'ambitious expectations' (DoE 2020) for children
- Ensure children are offered a wide range of learning activities, strategies and approaches to enable them to flourish
- Ensure quality provision using the assess/plan/do/review cycle. My Plans/+ reviewed termly or more if appropriate such as with younger children or children whose needs require a immediate change of provision
- Be accountable to the Governors/Head Teacher/SENDCo for the attainment and progress made by children
- Maintain relevant records from children

Useful information:

Admissions

To ensure our inclusive learning culture which embraces the diversity of all who attend, work and visit our school we actively engage in the Accessibility Plan and Disability Equality Scheme. As a voluntary controlled school, the Gloucester County Council is our admissions authority. We follow their procedures. For further information please refer

<https://www.hopebrook.co.uk/website/admissions/311734>

Transition Arrangements

Any changes in a child's education can be a difficult time for all involved; this is particularly true for a child who requires targeted or specialist provision. During any transition phase the child and relevant partners will be involved with planning and monitoring a smooth transition from one learning environment to another.

Complaints Procedure

We continually reflect on the fullness of life at HB. We strive to ensure communication between all partners is of a high standard. If, however, a concern should occur then please contact the following people, starting with your child's Class Teacher.

1. Discuss the matter with your child's Class Teacher
2. Speak to the school's SENDCo – Mrs H Marshall
3. Contact the school's Head Teacher – Mrs S Severn
4. Write to the SEN Governor – Revd Lara Bloom (Revd Lara Bloom is also the Chair of Governors at Hope Brook)

For further details please refer to our Complaints Procedure, which can be found on the school website — https://www.hopebrook.co.uk/website/complaints_procedure/311738

Financial Information

The school receives funding for each pupil. The Governors, Head Teacher and teaching staff are involved in the consultation process which decides how this funding is allocated.

Element 1: Core Funding

This is the core budget for each school and is used to make provision for ALL pupils.

Element 2: Additional Support Funding

This is an additional funding given to support children with additional needs. This is based on the level of development achieved at the end of Early Years Foundation Stage.

Historical Data

SEND records are kept until the last entry in the file is 30 years old. Files are then destroyed or kept if there is legal action pending.

Date of policy: September 2022

Date of review: September 2022

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0-25 years (2014)

This policy was formulated after consultation with staff, parents and governors.

The policy was accepted by the Governing Body at their meeting on Wednesday 12th October 2022

The policy will be reviewed annually.

A signed copy of this policy can be found in the School Policy Folder which is kept in the staffroom.

Bibliography

Curran (2018) It's about time: The Impact of SENCo workload on the professional and the school ([SENCO Workload – Bath Spa University](#))

Curran (2020) The time is now: addressing missed opportunities for Special Educational Needs Support and Coordination in our schools. [SENCO Workload – Bath Spa University](#)

DoE (2010) Equality Act Guidance [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)

DoE 2015 Special Educational needs and disability code of practice: 0-25 years [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

DoE (2017) A Competency Framework for Governance [Governance handbook and competency framework - GOV.UK \(www.gov.uk\)](#)

DoE (2020) Governance Handbook [Governance handbook and competency framework - GOV.UK \(www.gov.uk\)](#)

DoE (2020) Guidance Headteachers' Standards [Headteachers' standards 2020 - GOV.UK \(www.gov.uk\)](#)

Appendix

Outside Agencies who have worked with HB

Advisory Teaching Service:

- Communication and Interaction Team
- Team for Children with Cognition and Learning/Social, Emotional and Mental Health Difficulties
- Team for Children with Hearing Impairment
- Team for Children with Visual impairment
- Team for Children Physical Needs

Education Psychology

Medical Professionals:

- Speech Therapy Service
- Health Visitors
- School Nurse
- General Practitioners
- Audiology
- Ophthalmology
- Community Paediatrics

Social Care

Barnardo's (www.barnardos.org.uk/)

Trailblazers ([NHS England » Mental health support in schools and colleges and faster access to NHS care](#))

Young Minds Matter (www.ghc.nhs.uk/our-teams-and-services/cyp-glos/young-minds-matter/)

CAMHS (www.ghc.nhs.uk/our-teams-and-services/cyp-glos/)

Young Carers (www.carersfirst.org.uk/young-carers/)

TIC+ (www.ticplus.org.uk)

Toucan Play Therapy (www.toucanforchildren.org)

Winston's Wish (www.winstonswish.org)

Further Reading

Free and impartial advice for parents - www.sendiassglos.org.uk

Gloucestershire County Council's Local Offer - <https://www.gloucestershire.gov.uk/education-and-learning/special-educational-needs-and-disability-send/parent-carer-support/>

Gloucestershire County Council's Graduated Pathway – Information for Parents
[My Child has additional needs, what does this mean and what can I do? | Glosfamilies Directory](#)

A voice for parent carers - www.glosparentcarerforum.org.uk

Hope Brook C of E Primary School's Website (<https://www.hopebrook.co.uk/website>)

- Additional Needs including SEN+D page
(https://www.hopebrook.co.uk/website/additional_needs_including_send/311739)
 - School Information Report Leaflet
 - Equalities and Diversity Policy 2019
 - Intimate Personal Care and Clinical Tasks Policy 2018
- Policies (<https://www.hopebrook.co.uk/website/policies/311737>)
 - Accessibility Disability Equality Plan
 - Admissions Policy
 - Anti-Bullying Policy
 - Behaviour Policy
 - Child Protection
 - Complaints Policy
 - Confidentiality Policy
 - Data Protection Policy
 - Inclusion Policy
 - Teaching and Learning Policy