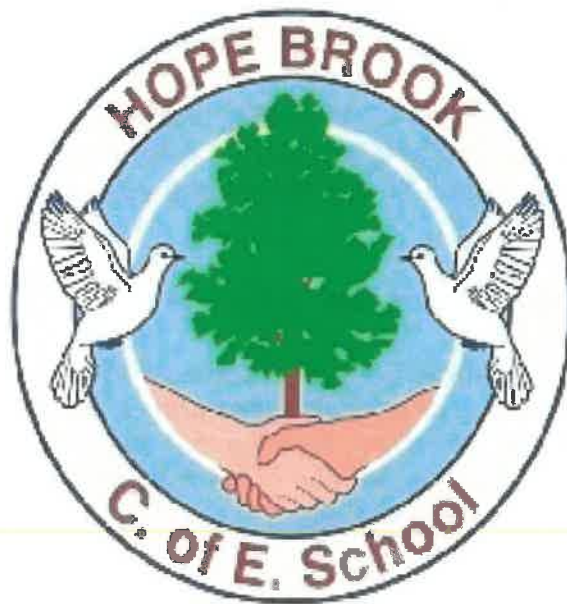


Our Additional Needs Policy



The staff and governors are committed to the development of each child in the best possible learning environment to encourage all children to achieve their fullest potential.

We want the children to achieve success through their own efforts, teamwork, self-discipline and motivation, and through links with the Church and community, work towards a better future for themselves and the world in which they live.

**The term 'partners' refers to all interested parties. The partners involved will vary depending upon individual needs.*

Welcome to Hope Brook Church of England Primary School

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



Introduction

All children are entitled to a broad and balanced curriculum. We aim to achieve this through differentiated tasks and activities, so that all children can experience success and make academic progress throughout their school life. We therefore work within the following principles, which underpin this policy. We recognise and celebrate that children

- have different educational and behavioural needs and aspirations
- require different strategies, techniques and approaches that enable them to learn effectively
- acquire, assimilate and communicate information at different rates
- *need a range of experiences to enhance their learning*

We facilitate the learning of all children through quality first teaching within the classroom and, where appropriate, specific and measurable interventions to enable progress for all. We believe in high quality provision to meet the needs of all children and young people.

Definition of Special Educational Needs and Disability

Special educational needs and disability code of practice: 0 to 25 years:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of 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

Our aims for additional provision

- to ensure early identification and intervention
- to enable all children to have full access to the school curriculum and school life
- to create a positive learning culture by inclusion in all aspects of school life within Health and Safety guidelines
- to ensure the voice of the child is heard
- to empower children to help themselves
- to involve parents and children in decision making
- to make clear the expectations of all partners* involved in additional provision
- to collaborate with education, health and social care to provide support.
- to identify the roles and responsibilities of staff and governors in providing for children's additional needs

*The term 'partners' refers to all interested parties. The partners involved will vary depending upon individual needs.

- to ensure transparency in decision making and resource allocation
- to continually review and seek to improve our practice
- promote the wellbeing through emotional, social and moral understanding of the whole child and their family
- successful preparations for children's next steps in life such as secondary school, key stage transitions
- greater choice and control for young people and parents over their support.

Recognising a child's needs

Early identification of a child's additional needs is vital to ensure support measures are put in place as soon as possible. Information is collected from many sources:

Various partners of the child:

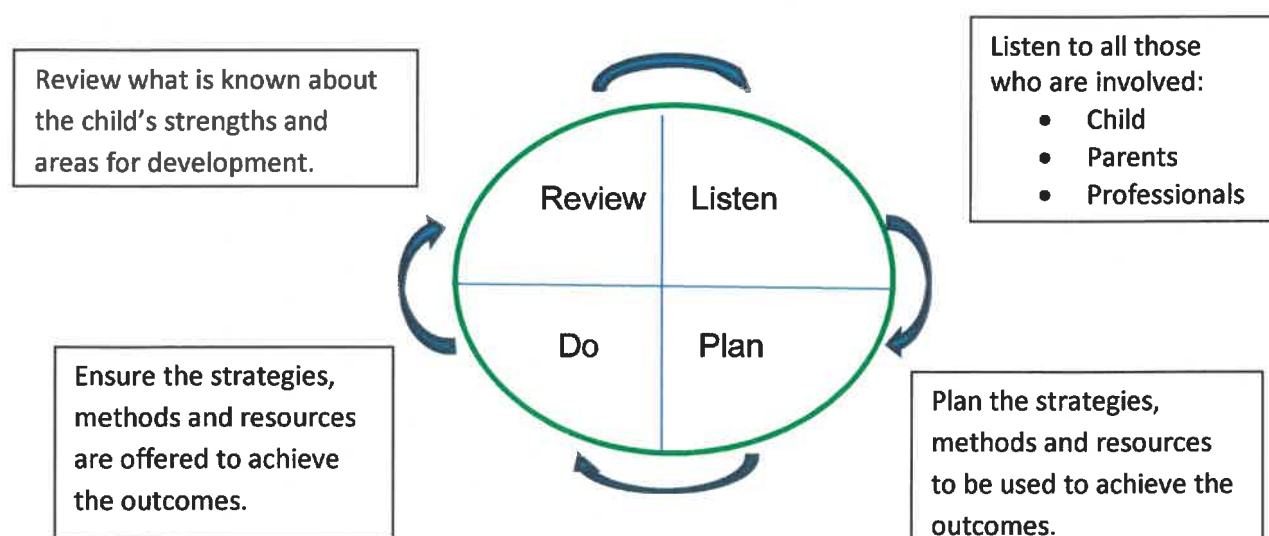
- Parents
- Teaching Staff
- Midday Supervisors
- Pre School Leaders
- Specialised Professionals:
 - Communication and Interaction Team
 - Speech Therapists
 - Cognition and Learning Team
 - Social, Emotional and Mental Health Professionals, including Social Care, CYP, Winston Wish, TiC+
 - Physical Disabilities Team
 - Medical Team, including Paediatricians, GPs, Health Visitor, School Nurse
 - Educational Psychologist
 - Young Carers
 - Play Therapists

In school assessments which include:

- Teacher Assessments
- SPTO (School Pupil Tracking Online)
- Early Years Foundation Stage:
 - Profile
 - Development Matters
 - CEM (as from 2015/16)
- P Scales (where previously used)

All staff and governors are aware that there can be additional challenges for pupils with SEND with regard to child protection. We recognise that extra pastoral support may be required for children with additional needs.

Objective knowledge and purposeful communication between all partners is fundamental. A child, their parent and the professionals involved will contribute to the support offered, following a Review, Listen, Plan and Do process.

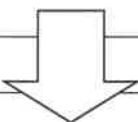


**The term 'partners' refers to all interested parties. The partners involved will vary depending upon individual needs.*

The structure of Special Educational Needs provision:

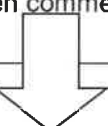
My Profile

This phase identifies children whose needs are currently being met by school's *universal provision* but whose progress is being closely monitored by the Class Teacher and SENDCo as a result of discussions between parents and/or school staff. A child together with their Class TA develops My Profile to communicate their interests, strengths, hopes, learning styles and preferred strategies. My Profile is updated during the Summer Term (2) to support a child's transition into the next year group. All partners are given a copy of this document. The information presented provides a child centred basis for subsequent support should a child require SEND Support in the form of a My Plan or My Plan Plus.



SEND Support – My Plan

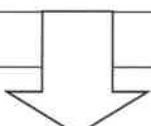
This phase identifies children whose needs cannot be sufficiently met by the school's universal provision. The child requires *specific targeted support*. Parents and school may seek the advice from an outside agency at this stage. All partners will be involved in the process to develop a child centred plan to meet the child's needs. SMART Outcomes (**s**mart, **m**easureable, **a**greed, **r**ealistic, **t**imed goals) will be set together with the actions and resources needed to meet the child's needs. The identified needs can be from any area of need in a child's life. My Plan Review Meetings are arranged by the class teacher or Lead Practitioner to reflect the needs of the child. Parents, the current Class Teacher and if applicable the next Class Teacher or SENDCo attend this meeting. The child's voice is heard during this meeting dependent upon the child's preferred means of communication. (This may be by actual participation during the meeting or via a written comment recorded on the My Plan by either themselves or the class TA/CT.)



SEND Support – My Plan Plus

For a small number of children the advice from various professionals may be called upon. This *may* result in a My Plan Plus being developed to ensure a more in depth and holistic understanding of the child's specific needs is held by all partners, to ensure support and guidance is comprehensive.

This plan is completed by all partners but coordinated by the Lead Practitioner most involved with the child. This is usually the SENDCo. Multi agency meetings are arranged by the Lead Practitioner over time scales agreed by all partners to reflect the needs of the child. Review Meetings to reflect upon the outcomes and actions will be held in between. If a child is not making progress during this phase of support a SEND Casework Team Officer from the Local Authority may be called in to attend a My Plan Plus Review (Team Around the Child Meeting) to offer their specialist advice.



SEND Support – Education, Health and Care Plan

A very small minority of children will have complex needs which require significantly higher levels of support which cannot be met by with the school's resources. In these circumstances a request to the Local Authority to undertake a full assessment of the child's needs is compiled and submitted by all partners..

A multi agency panel will consider requests for a statutory assessment based on the evidence preSENDDed. They will make a decision whether a statutory assessment will proceed. If a decision is not to proceed a SENDD Casework Officer will contact the Lead Practitioner with the reasons given by the panel together with any recommendations. If the decision is to proceed with a statutory assessment the SEND Plan Team will request further advice from the partners involved using an Analysis of Assessment form. This information will be used by the multi agency panel to decide whether to proceed and issue an EHC. If the panel agree to issue an EHC a D Case Work Officer will coordinate the production of the EHC Plan together with the family and Team Around the Child. A Team Around the Child meeting will be co-ordinated by a SEND Casework Officer which brings together all those involved with the child or young person to agree a single list of outcomes and draft a Plan that will achieve those outcomes. This draft Plan will need to be costed to show how much each element of activity will cost to provide. A costed Draft Plan is returned to Panel for a decision on resourcing or funding for up to 12 months. Once agreed, a final Education, Health and Care Plan is issued with a specified review date.

**The term 'partners' refers to all interested parties. The partners involved will vary depending upon individual needs.*

A closer look at the unique nature of our Additional Needs Support

To address the additional needs of children within school we offer a variety of strategies and methods dependent upon the needs of the child and the availability of resources.

- We have six Teaching Assistants to cater for the needs of our children
- We have four experienced classroom based Teaching Assistants, a Teaching Assistant who takes responsibility for pastoral support and a Teaching Assistant attached to a specific child.
- AT 10 o'clock every day we run targeted support groups to address some of the identified additional needs of our children. These sessions run for half an hour every day
- The 10 o'clock support sessions usually consist of small groups (2-6) but occasionally One to One Tutoring with a Teaching Assistant is offered to focus on the specific needs of an individual
- Other support sessions run as appropriate to the identified needs of the children, such as daily reading, short speech and language sessions or groups focusing on social or emotional skills

Areas of Teaching Assistant expertise:

Mrs Clara Barnes

- Year 5 and 6 Maths Support
- Year 5 and 6 Literacy Support
- PE

Mrs Heather Harrington

- Year 3 and 4 Maths Support
- Year 3 and 4 Literacy Support
- Communication Skills

Mrs Michelle Acland

- Year 1 and 2 Maths Support
- Year 1 and 2 Literacy Support

Miss Tracey Hathaway

- Fine and Gross Motor Skills
- Early Numeracy Skills
- Early Literacy Skills
- Early Emotional Development
- Early Personal Skills
- Early Social Skills

ROLES AND RESPONSIBILITIES

The role of the Governors is to:

- ensure the SENDCo is appropriately qualified
- appoint a responsible person who takes a particular interest in Additional Needs Provision
- ensure staff are aware of the importance of Additional Needs Provision
- ensure pupils with Additional Needs have full access to the curriculum; when this cannot be safely achieved then alternative solutions are explored
- have knowledge of the current SEND legislation (ie SEN Code of Practice, Disability Act, Children's Act)
- ensure parents/carers are consulted during the Additional Needs Provision process
- monitor the effectiveness of Additional Needs Provision throughout the school
- ensure financial provision is made for Additional Needs provision
- monitor budget constraints to ensure provision for children with Additional Needs ensures where ever possible full access to the curriculum and school life

The named SENDCo Governor at Hope Brook Church of England Primary School is Mrs Claire Jeavons.

The role of the Head Teacher:

The Head Teacher is the school's "responsible person" and manages the educational needs and accessibility of the school. The Head Teacher will keep the governing body informed of the Additional Needs provision made by the school.

The role of the SENDCo is to:

- co-ordinate the Additional Needs provision throughout the school in consultation with the head teacher, class teachers, teaching assistants, parents and pupils
- manage the day-to-day implementation of this policy
- develop purposeful relationships with children, parents, teachers, teaching assistants and outside agencies
- to coordinate and manage the effective involvement of appropriate outside agencies to meet the needs of all pupils.
- monitor and evaluate the Additional Needs and Disability Provision, and report to the head teacher and governing body
- monitor the progress of children with Additional Needs
- to manage and maximise the effectiveness of resources to fully meet the needs of SEND pupils
- contribute to the professional development of all staff
- ensure children's records are up to date and accessible
- attend training and Cluster Meetings

The named SENDCo at Hope Brook Church of England Primary School is Ms Heather Rowe

The role of teachers and support staff is to:

- provide appropriately differentiated activities and strategies to facilitate full access to the curriculum for all pupils where possible
- ensure achievement and progress of individuals is monitored and assessed in line with existing school systems
- review with outside agency advice, TAs, children and parents
 - -My Profiles (July)
 - -My Plans (January and July)
- provide observational and formal evidence to inform the review process of a My Plan Plus
- contribute to the writing of a My Plan Plus
- build constructive communication with all partners
- attend training as appropriate to the needs of pupils

**The term 'partners' refers to all interested parties. The partners involved will vary depending upon individual needs.*

Useful information:

Admissions

We aim to ensure a culture of inclusion and diversity for all who attend, work and visit our school. To do this we actively engage in the recommendations described 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 to <http://www.hopebrook.co.uk/wp-content/uploads/2012/07/Gloucestershire-Admissions-Arrangements-2014-15.pdf>

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 additional provision. During any transition phase special care and attention will be taken to ensure a smooth transition from one learning environment to another.

We work alongside the child, family and professionals during transition times such as entering school or moving onto Secondary school. We aim to ensure that each voice is acknowledged during the planning meetings so that the most suitable arrangements can be made to meet the child's needs. We pride ourselves on making this our priority so that there can be a smooth transition between each environment.

Complaints Procedure

We pride ourselves on our good communication between all partners and the quality of the additional provision offered but should a concern occur parents/carer's should initially discuss the matter with the child's class teacher. If the concern continues then contact with Ms Heather Rowe (SENDCo) should be made. Any further concerns should be brought to the notice of Mrs Stephanie Severn (Head Teacher). If Mrs Severn is unable to resolve the issue the parents' concern should be put in writing to Mrs C Jeavons (SEND Governor). Mr Justin Cook (The Chair of Governors) will be involved where appropriate.)

For further details please refer to our Complaints Procedure

Financial Information

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.

Element 3: High Needs Funding

This is an additional amount provided for individuals who have an EHC Plan. The funding is for the specific needs of an individual and is determined by the LA SEN panel.

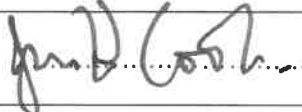
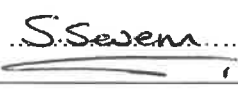
Date of policy: September 2018

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 26th September 2018

The policy will be reviewed annually.

Signed	Signed 	Signed 
Mrs Claire Jeavons SEND Governor	Mr Justin Cook Chair of Governors	Mrs Stephanie Severn Headteacher
Designated Safeguarding Governor		Designated Safeguarding Lead

Appendix

Further Reading:

- <http://www.gloucestershire.gov.uk/schoolsnet/article/117863/Video-Introduction-to-the-Education-Health--Care-Plan-and-Graduated-Pathway-incl-subtitled-version>

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- The SEN Information Report <http://www.hopebrook.co.uk/parents/policies/>
- Statutory guidance: SEND code of practice: 0 to 25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Gloucestershire Guidance Booklet for Professionals Working with Children and Young People (0 – 25 yrs) with Additional Needs including Special Educational Needs and Disabilities
<http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=61267&p=0>
- Parental Guidance
<http://www.gloucestershire.gov.uk/schoolsnet/article/116737/Additional-Advice>
- Hope Brook C of E Primary School Policies:
 - Behaviour Policy <http://www.hopebrook.co.uk/parents/policies/>
 - Anti Bullying Policy <http://www.hopebrook.co.uk/parents/policies/>

Recent research has suggested that children who require additional provision are more likely to experience bullying than children who do not require additional provision. Staff are aware of this research and are proactive in ensuring that all children feel safe and secure.

Additional Needs Documentation:

- My Profile (*One example of GCC's templates*)

SEN Support

- My Plan (*School's template*)
- My Plan Plus (*County's template*)
- EHC (*County's template*)

Further Information:

SEN 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.