

THE ROBINSWOOD ACADEMY TRUST SEND LOCAL OFFER

HUNTS GROVE PRIMARY ACADEMY

Hunts Grove is an inclusive school. All children with SEN are valued, respected and equal members of the school. Each and every child is encouraged to develop his or her potential in all areas.

At Robinswood we recognise that all teachers are teachers of pupils with Special Educational needs (SEN) and provision for SEN is a whole school issue. All members of staff have important responsibilities.

The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. The school will identify differing needs and respond with appropriate teaching strategies in a differentiated curriculum, recognising the rights of all children to a broad and balanced curriculum.

Children's talents are recognised and developed, whilst weaknesses are supported and individual needs are met as far as possible through a variety of means, including differentiation and/or extra support provided by the school or, if necessary through LEA support services and other professionals.

A structured approach to identification, assessment and monitoring is in place to support any child experiencing difficulties of any kind.

Parents/guardians are considered to be a vital part of every child's education.

Children are encouraged to be actively involved in their learning, being able to discuss their views and consider their targets.

The school follows a model of special educational needs as recommended by the Code of Practice.

A child has special educational needs if:

'They have a difficulty which calls for special education provision to be made for them' [SEN Code of practice 2014].

Special Educational Provision:

'educational provision that is additional to, or otherwise different from the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area'. [SEN Code of Practice 2014].

Identification and Assessment

Early identification, assessment and provision for any child who may have SEN cannot be over-emphasised'. (SEN Code of practice, 2014)

To help identify children who may have special education needs, staff can:

- Refer to observations and ongoing assessment to monitor progress (making use of assessment for learning principles).
- Track progress against the objectives from the Numeracy and Literacy Framework, the new 'level descriptors' in the National Curriculum and in the early years setting, the objectives in the EYFS profile.
- Use and highlight the Gloucestershire Intervention Guidance
- Use standardised reading and spelling tests
- Use standardised literacy/numeracy assessments
- Speak to parents and previous teaching staff

It is recognised that there is a continuum of special educational needs and a graduated response is adopted.

Support Plans

Support Plans set out the key targets to work on with the pupil and the strategies/support adopted to help meet these targets.

Pupils are given a Support Plan when placed at SEN Support- in the first instance at the 'My Plan' stage and this is reviewed and updated as and when necessary but at least three times a year.

Pupils can move up and down the SEN register after discussion with the SENCo and all pupils that are taken off the register are monitored for their time at the school. Teachers receive a termly update of their SEN register so that changes can be made.

Teachers are responsible for writing their pupil's My Plans although support is offered at all times by the SENCo. Pupils at My Plan+ [the stage after My Plan] have targets set in consultation with the outside agency/s involved, the SENCo writes the My Plan+. Statemented pupils/pupils with an EHCP are set targets annually through their statement/EHC review. These will form the basis of more regular targets set.

All parents with pupils on the SEN register are invited to school to input into the Support Plan and review their child's progress. If parents choose not to attend after two invitations the Plan will be sent to them and they can still contact the school if they wish to discuss the Plan.

Provision

The majority of pupil's needs will be met in the classroom through differentiated teaching. However, there is a need for additional provision, especially for those children with special educational needs. This can include: additional in class support; additional out of class support; 1-1 support; specific interventions; access to specific resources; mentoring; counselling and access to a wide range of outside agencies [see below].

The additional provision depends on the needs of the child.

Outside Agencies

These include:

Education Psychology Service (EPS)
Speech and Language Therapy (SLT)
Physiotherapy
Occupational Therapy

Education Welfare Officer (EWO)
Doctor
Nurse
CYPD (Social Services) - when necessary
Advisory Teachers Service (ATS)
Reintegration service (inc. Primary Behaviour Support Team PBST)
Partnership with Parents
Winston's Wish
Child and Young Persons Service (CYPS)

Parental Involvement

We aim to work with parents ensuring there is effective communication between us and them. Parents are informed if we think their child has special educational needs. Their input is very important to us right at the beginning in identifying the specific need. We will work with parents to identify targets for their child and explain the provision we can put in place to help the child progress. We will then inform them at regular intervals [My Plan Reviews] of the progress their child is making, then work with them to set new targets if necessary.

Pupil Involvement

Information is gathered about pupils in the form of 'My Profile'. This includes information about the pupils interests, goals, hopes etc. This provides a basis for any subsequent support planning. Pupils are involved with setting their own targets. It is important that they are aware of their own difficulties and hence express their opinion on the help they think they need. Pupils are involved during the process of setting targets for their Plan and also 'smaller targets' that occur more frequently, for example in intervention groups.

Role of the SENCo

The SENCo will:

- Oversee the running of the provision for pupils with special educational needs, through SEN Support- 'My Plan' and 'My Plan+' and EHC plans.
- Coordinating provision for children with special educational needs
- Overseeing and keeping records of pupils who have special educational needs, which are available when needed and that the pupils' progress is regularly monitored and reviewed.
- Regularly review and monitor SEN provision within the school.
- Liaise and work closely with staff (teachers and TAs), parents and carers and other agencies (LEA support services, including: educational psychology, health and social services and voluntary bodies). Including taking part in formal meetings.
- Liaise and collaborate with the Literacy Co-ordinator, Numeracy Co-ordinator, class teachers and subject teachers to ensure the needs of pupils with special educational needs are met through all subjects of the curriculum.
- In line with the school's professional development programme, contribute to and provide access to in-service training to meet the needs of the school and individual members of staff.
- Support the organisation and management of the school's TA's.
- Maintain the school's Special Needs Register and all the required documentation.

- Ensure annual reviews for statement/EHCP pupils are completed.
- Liaise with secondary schools regarding pupils on the SEN register.
- Produce reports to the designated SEN Governor and an annual report for the 'Governors' Report to parents.
- Liaise with the designated teacher for LAC, for LAC with special educational needs.*

*The designated teacher for 'Looked after children' (LAC) is also the SENCo, it is this persons duty to ensure that the child's social worker, and where possible, the parents, are involved in their child's education in relation to their special educational needs.

Class Teachers are responsible for:

- Quality first teaching
- Including SEN pupils fully in their delivery and teaching of the curriculum by providing appropriately differentiated learning outcomes for all pupils, to suit their needs and abilities.
- Preparing intervention programmes.
- Writing and implementing My Plans.
- Working with parents to set targets and inform them of progress [alongside SENCo if necessary].
- Working with pupils to set targets.

Teaching Assistants are responsible for:

- Supporting pupil's individual needs.
- Helping with the inclusion of pupils with SEN within the class.
- Implementing intervention programmes.
- Monitoring and feeding back progress of pupils to the class teacher.