School Mission Statement

- We aim to ensure that each child achieves high standards and makes good progress in relation to prior attainment in all areas of school life.
- To provide all pupils with high quality teaching in order to achieve high quality learning, by means of broad, balanced curriculum within a framework of Christian values.
- To provide a well-resourced, high quality learning environment.
- To create a positive, inclusive school culture, in which we promote our children’s spiritual, moral, social and cultural development, helping children towards an understanding of Christian belief and other world faiths.
- To promote an inclusive, mutually supportive learning partnership with parents and community and to encourage children to take a full role in their school community.
- To support the work of the school by effective management of finance, curriculum, resources, administration and personnel.

Rationale

St Hugh’s Primary School is committed to providing an appropriate and high quality education to all the children living in our local area within a Christian context. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St Hugh’s is committed to inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys, men and women
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
Learners who are disabled

- Those who are gifted and talented.

- Those who are looked after by the local authority.

- Others such as those who are sick; those who are young carers; those who are in families under stress.

- Any learners who are at risk of disaffection and exclusion.

This policy describes the way we meet the need for children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At St Hugh’s Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

St Hugh’s sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The SEN Co-ordinator is Mrs Rachel Mizban, who also takes the lead role in relation to inclusion and as a member of the SMT, reports regularly to the group on this area and to the Governing Body. The SEN Governor is Mr Joe Fitzpatrick.

**Objectives**

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.

2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with special educational needs.

3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

4. To provide full access to the curriculum* through differentiated planning by class teachers, SENCO and support staff as Appropriate.
   
   (*Except where disapplication, arising from an Education and Health Care Plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils).

5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.

6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.

7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.

8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

9. To involve parents/carers at every stage in plans to meet their child’s additional needs.

10. To involve the children themselves in planning and in any decision making that affects them where appropriate.
Arrangements for co-ordinating SEN provision

1. The SENCO will meet with each class teacher at least twice a year to discuss additional needs, concerns and to review outcomes.

2. At other times, the SENCO will be alerted to newly arising concerns through the 4 +1 concerns form.

3. The SENCO will discuss issues arising from these forms with the class teacher within one week of receiving the form.

4. Where necessary, reviews will be held more frequently than twice a year for some children.

5. Outcomes arising from Person Centred Reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles and support from home.

6. The SENCO monitors provision for SEN and supports teachers with curriculum planning (where appropriate).

7. The SENCO, together with the Head teacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.

8. SEN support is primarily delivered by class teachers through Quality First Teaching. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school’s annual budget. The support timetable is reviewed termly and annually, by the SENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LEA.

9. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised Provision

There are no specific special educational needs, classes or groups at St Hugh’s School.

Mrs Rachel Mizban has been involved in considerable professional development to support the teaching and provision for children with additional needs within the mainstream school.

Mrs Gillian Beswick (TA) assists in SENCO administrative duties.

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEN provision.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The schools system for regularly observing, assessing and recording the progress of all children used to identify children who are not progressing satisfactorily and who may have additional needs.

The school’s system includes reference to information provided by:

- Baseline assessment results.
- Progress measured against the objectives in the National Curriculum
- National Curriculum outcomes for the end of each year group.
- Progress measured against the P level descriptors.
- Standardised screening and assessment tools e.g. 2Eskimo Miscue analysis for reading.
- Observations of behavioural, emotional and social development.
An existing Education Health Care Plan or statutory assessment.

Assessments by a specialist service, such as educational psychology, identifying additional needs.

Another school or LEA which has identified or has provided for additional needs.

**SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil’s school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is provided.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification interventions, which are likely to be the most effective in supporting the pupil to achieve good progress and outcomes.

**Assess**

This involves clearly analysing the pupil’s needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil’s views and, where relevant, advice from external support services, will also be considered.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. If external agencies are not involved, this will be discussed at this stage. Parents will be a key part of the process and their views gathered during meetings and reviews.

**Plan**

Adjustments, interventions and support will be planned through discussion between the class teacher, parents, SENCO and most importantly the child. Parental involvement may be sought, where appropriate, to reinforce progress at home.

All those working with the pupil, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment, may be provided by the SENCo as appropriate.

**Review**

The review process will take place at least twice a year and will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes, based on the pupil’s progress and development. Any adjustments will be made, ensuring the child’s views are at the centre.

**School request for a statutory assessment**
For a child who is not making adequate progress, despite a period of SEND support, and in agreement with the parents/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make an application for an Education and Health Care Plan.

The school is required to submit evidence to the LEA whose Moderation of Assessments Panel makes a judgement about whether or not the child’s needs can continue to be met from the resources normally available to the school. This judgement will be made using the LEA current criteria for making a statutory assessment.

The ‘Plan, Assess, Do, Review’ process will continue as before while awaiting the outcome of the request.

**Education and Health Care Plans**

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

**The Schools Arrangements for SEN and Inclusion In Service Training**

- The SENCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the schools long term goals and the School Development Plan. In-Service training and individual professional development is arranged and matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training, where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

**The use made of teacher and facilities from outside the school, including support services**

The Educational Psychologist visits the school regularly (according to timetable and allocation), following discussion with the SENCO as to the purpose of each visit.

The LEA Special Needs Support Service (QEST) visits regularly to provide specific information, share resources and provide in-service training.

Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise – for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties.

Teachers from the Sensory Impairment Team work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to IEP reviews.

The SENCO liaises frequently with a number of other outside agencies, for example:

- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Early Help
- QEST
Parents/carers will always be informed if any outside agency becomes involved.

**Arrangements for partnership with parents/carers**

Staff and parents/carers will work together to support pupils identified as having additional needs and parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parents think this is appropriate. We make sure that all parents/carers are given information about or signposted to supportive groups for children with additional needs.

At Person Centred Review meetings with parents/carers, we ensure that the child’s strengths as well as areas for improvement are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable, and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Outcomes will include actions to work on at home, and parents/carers are always invited to contribute their views to the review process. All reviews will be accessible by parents after the meeting.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Parental reading volunteers work with children during the school day, and curriculum workshops are offered for parents/carers to attend e.g. letters and sounds.

Pupil Progress meetings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request. In February these take the form of an extended parental conversation. This regular communication between school and home will ensure that concerns are promptly acted on.

Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the Governing Body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

**Links with other schools/Transfer arrangement**

Foundation Stage staff and SENCO will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEN issue the SENCO will telephone to further discuss the child’s need. If children transfer from St Hugh’s School to new schools then the SENCO will discuss these children with other schools on request.

**Links with Health and Social Services, Early Help, Education Welfare Services and any Voluntary Organisations**

The school regularly consults with health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate.

Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate.

There are many voluntary organisations supporting SEN. The SENCO maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on display in school windows.
Inclusion Principles

Staff at St Hugh’s Primary School value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils’ needs within the school. There is flexibility in approach in order to find the best placement for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child. We currently have strong links with Spring Brook Special School, who provide outreach support for children with SEBD.

We also have strong links with Kingfisher School, Hollinwood Academy and New Bridge Secondary School, who specialise in supporting children with complex needs. Transition arrangements for children moving to other schools take the form of close liaison between St Hugh’s SENCO and the SENCO/Pastoral support worker at the receiving school and agreed additional visits where deemed necessary.

Access to the Environment (see also School Access Plan)

St Hugh’s Primary School is a single site school, with Foundation Stage, Key Stage 1 and Key Stage 2 departments joined by a corridor. The school is built on one level. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

There are currently no shower, changing or laundry facilities. There is one accessible toilet for children or adults in the main corridor.

We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).

Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving environmental access are contained in the Access Plan.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum’s programmes of study are flexible enough to meet very child’s needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion).

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.
Access to Information (see also School Access Plan)

All children requiring information in formats other than print have this provided (e.g. enlarged print). We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support. We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

St Hugh’s uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Details of our plan to improve access to information, with targets, are contained in the school’s Access Plan.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. If children are formally identified as having a social/medical need then they will be considered for admission under Criteria 2 of the school Admission Policy.

Admission to reception for all children is on a reduced timetable for the first few weeks. These arrangements are flexible to cater for individual needs as is admission to Nursery.

Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their child’s identified needs.

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People’s organisations on appropriate resources.

Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage disabled people to join our Governing Body.

The library resources are regularly reviewed to ensure they include books that reflect the range of special education needs and issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

Terminology, imagery and disability equality

We try to make sure we have positive images of disabled children and adults in displays, resources etc.

We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

St Hugh’s encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unintimidating.

School staff have on-going training opportunities on issues relating to communication and listening skills.
Working with disabled parents/carers

St Hugh’s recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meeting in the Hall that is accessible.

When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc.

Disability equality and trips or out of school activities

St Hugh’s tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all year six children on a residential trip, and provide additional TA support for individual children as required.

All children are welcome at our after school activities.

Evaluating the success of the School’s SEN and Inclusion Policy

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour including major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment.
- An increase in the percentage of children recorded as having special educational needs attaining Age Related Expectations.
- A reduction in behaviour incidents and exclusions.

Annually, the SENCO will provide information to the Governing Body as to the numbers of pupils receiving special educational provision through SEND and EHCPs as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that Governors are kept up to date with any legislative or local policy changes.

SEN and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full Governing Body meetings through sub-committee reports, which are then discussed as necessary. The SENCO will meet with the SEN Governor to discuss Inclusion and current SEN concerns. The SEN Governor will lead Governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Individual targets for children with additional needs will be reviewed through person centred outcomes, and a summary of these, will be included in the Governors Annual Report to parents/carers and at the subsequent Governor’s Meeting with parents/carers.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

The policy itself will be reviewed annually by staff and Governors.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation under Stage 1 of the school’s Complaints Policy.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will normally respond within 5 working days.
Any issues that remain unresolved at this stage will continue to be managed according to the school's Complaints Policy. This is available, on request, from the school office.