



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Adopted: September 2019

Review date: September 2021

SPECIAL NEEDS CO-ORDINATOR

The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Carly Gurkin (SENCO)

(National Award for SEN Co-ordination, TDA endorsed, 2011)

SENCO is a member of the SLT (SEND Code of Practice, 6.89)

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The people responsible for overseeing the provision for children with SEND are

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School Governor for SEN is

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This document has been formulated in consultation with staff, governors and a sample of parents of children with SEND.

It is summarised in our SEN Annual Report to parents, which is on our school website.

A full copy of the Policy is available on request via our School Office.

AIMS AND OBJECTIVES

This policy explains how Hempshill Hall Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2015, Equality Act 2010).

Hempshill Hall Primary School is a mainstream school. Our mission statement is Happiness, Harmony, Success and, as a school, we include all children guiding and supporting them towards this goal. At Hempshill Hall Primary School, every teacher is a teacher of every child including those with SEN.

Section 1: AIMS

The focus of the school's special needs policy is to create a learning environment which promotes the development of confidence and self-esteem. We believe the key to successful learning, particularly for children with special needs, is self-confidence. The school will strive to provide opportunities for the vocational and spiritual growth of all the pupils in its care, promoting purposeful learning appropriate to each individual's age and ability.

Each child included within the school will be granted dignity and respect at all times and given the opportunity to develop to their maximum potential because we believe that the whole development of all children is our most important responsibility.

Section 2: OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs. To develop links with professional external support services, as part of the whole school community.
2. To work within the guidance provided in the SEND Code of Practice 2015. Staff will plan and organise the curriculum so that every child will be offered a differential curriculum provision with an appropriate level of support to ensure they are fully able to fulfil their potential, in line with Government legislation for SEN (SEND Code of Practice 2015, Equality Act 2010). The following 4 key areas will be the focus: early intervention, removing barriers to learning, raising expectations and achievements and strengthening partnerships with parents.
3. To operate a 'whole school, whole pupil' approach to the management and provision of support for special educational needs.
4. To work with parents to gain a better understanding of their child and involve them in all stages of their child's education. To encourage parental involvement in supporting children's progress through prioritising short-term targets in their Provision Map which are reviewed regularly with parents, at least 3 times each year.
5. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy

6. To provide support and advice for all staff working with special educational needs pupils. To promote individual and whole school professional development, as and when appropriate, through the delivery/attendance of relevant in-service training and courses.

If you require further information about the provision for SEND in the school please talk to the class teacher of your child or contact the Special Needs Co-ordinator (SENCO).

Section 3: IDENTIFICATION AND ASSESSMENT OF SEND

At Hempshill Hall Primary School we recognise the benefits of early identification of additional needs. Making effective provision improves long term outcomes for the child. SEN provision does not replace quality first teaching in our school. The class teacher is responsible for teaching all the children in their class. Special educational provision is provision that is 'different from or additional to that normally available to pupils of the same age'. (6.12 Code of Practice 2015)

3.1 Identification:

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual Healthcare plans will normally specify the type and level of support required. Children and young people **with such conditions do not necessarily have SEN** but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition and provision to meet their SEND needs will be planned and delivered in a coordinated way. (6.10, Code of Practice)

3.2 Broad Areas of Need (as outlined in the Code of Practice 2014):

- **Communication and Interaction**- children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty saying what they want to, understanding what is being said to them or using the social rules of communication. Children with Autism Spectrum Disorder are likely to have difficulties with social interaction.
- **Cognition and Learning**- support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD).
- **Social, emotional and mental health difficulties**- some children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. This may include a child becoming withdrawn or isolated or displaying challenging, disruptive and disturbing behaviour. Other children may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder or Attachment Disorder. (Please refer to our 'What our school offers'...chart on our SEN page on the school website for details of extra-curricular activities available for our pupils and some of the many ways we nurture the children in our school. Also see our Behaviour Policy, Safeguarding Policy, Inclusion Policy)
- **Sensory and/or physical needs**- support for children with a disability is required when the disability hinders them from making use of the educational facilities generally provided.

Sources of Concern

Concern may be expressed by any of the following:

- Parents/Carers
- Class Teachers
- Teaching Assistants
- School Nurses
- Social Services
- Education Welfare Officers
- Community Paediatricians or other external agencies involved with the family (e.g. Children's Centres, Speech and Language Therapy services etc.)

This may arise from:

- Informal discussion between parents and staff
- Discussion between staff within the school
- Regular health screening
- Notification from outside agencies
- Testing, screening or assessment procedures within the school following the SEN criteria (see appendix 1).

If a parent thinks that their child has special educational needs they are always welcome to come into school to discuss their concerns with the class teacher or SENCO. They may also like to

visit the Nottingham City Council website which may answer some of their questions.
(<http://www.asklion.co.uk>)

At Hempshill Hall Primary School we consider the needs of the whole child when deciding whether to make special educational provision. All information is gathered about the pupil's progress, alongside national data and expectations of progress. This includes formative assessments. Where there are higher levels of need more specialised assessments from external agencies and professionals are drawn upon. There are early discussions with parents so that their concerns are shared and a good understanding of the child's strengths and weaknesses is achieved. Suitably challenging but achievable outcomes are agreed with parents, child, teacher and SENCO. A date for reviewing the child's progress is also agreed with all parties.

Section 4: SEN – A GRADUATED PROVISION

4.1 Access to the Curriculum:

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies and multi-sensory approaches to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. Hempshill Hall's **graduated provision** for pupils with SEND is in line with the Nottingham City Framework which is part of the **SEND Local Offer**. The Local Offer sets out information about provision the Local Authority expects to be available across education, health and social care for children and young people in Nottingham City who have SEN or are disabled. Where necessary a personalised curriculum and timetable is provided to meet a child's special educational needs. (See Appendix 2 for details of our school's Provision Maps and Child Friendly Targets)

4.2 Stages of intervention:

- **Concern** - Any pupils who are falling significantly outside expected academic achievement will be monitored by the Class Teacher/SENCO. Parents will be informed and concerns shared. Interventions are put in place aimed at supporting the child. A child's progress is closely monitored in order to gauge their level of learning and possible difficulties/areas of need. Regular feedback (at least termly) is shared between parents and school.
- **SEN SUPPORT** is offered through the school curriculum. At Hempshill Hall Primary School we only add children to the SEN list if they have a diagnosis of an additional need (ASD, ADHD, Visual Impairment, Physical Disability etc.) or if their progress and achievements are continuing to cause concern over time. This means that at this school a child may be added to the SEND register if the child's progress continues to raise concern, despite early interventions, after more than two terms. These children will be flagged up with SENCO and discussed during termly Pupil Progress meetings. A child having

SIGNIFICANTLY greater difficulty in learning than the majority of others of the same age is likely to be considered to have a SEND. For example, progress is slower than that of their peers starting from the same baseline, a child fails to match or better their previous rate of progress and/or fails to close the attainment gap between the child and their peers/the attainment gap widens. There will be an element of professional judgement based on all the information available to the school.

Or

If their Social and Emotional needs continue to manifest in behavioural responses, despite having classroom based interventions put in place for two terms. There may be exceptional circumstances in which a child may be put on the SEND register more quickly in order that school can put additional support in place immediately.

- SEN provision is defined as interventions that are over and above good quality first teaching. For more information about the kinds of provision offered to children who attend this school, please see the 'Provision in School summary' document on our website.
- These interventions are monitored at least termly to assess their effectiveness and progress at 'pupil progress meetings' held between class teacher, Assessment Coordinator and SENCO if necessary. Targets are reviewed and discussed with parents/carers at parents' evenings or review meetings when appropriate. The class teacher is responsible for maintaining and up-dating the data. The class teacher also remains responsible for evidencing progress according to the outcomes. SENCO is responsible for providing advice in setting achievable, measurable targets within an agreed time span and co-ordinating additional support.
- On occasions the family and school may need additional advice and support to provide appropriate, timed interventions. In partnership with the family the school approaches an external agency and a formal request for specialist support is made. Feedback to parents is provided by the agency in the form of an informal meeting and written report.
- **Requesting Education, Health and Care assessments**
Where, despite the school having taken relevant action to identify, assess and meet the SEN needs of the child, the child has not made expected progress over a sustained period of time, the school or parents will consider an Education, Health and Care assessment. Education Health and Care Plans (EHCP) have replaced Statements of Special Educational Need. Hempshill Hall Primary School follows the guidance provided by Nottingham City Council SEN team, in line with 'The Local Offer.' An EHCP clearly outlines the needs of a child and how those needs should be met. The L.A. seeks a range of advice before making a formal decision.
- Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. They may also appeal against the content of the EHCP or against the school named in the Plan if it differs from their preferred choice. The needs of the child are considered to be paramount in this. School will support parents with the process of applying for an EHCP.
- The application for an EHCP will combine information from a variety of sources including:
 - Parents
 - Teachers

- SENCO
- Social Care
- Health Professionals
- External Agencies

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, agencies involved with the child and pupil where appropriate. The annual review enables provision to be evaluated and, where appropriate, changes to be put in place. (for example reducing or increasing levels of support).

Further information about EHC Plans can be found on the Nottingham City website:
www.nottinghamcity.gov.uk/localoffer

4.3 The Four Part Cycle

Where a SEN is identified the school will take action to remove the barriers to learning and put effective special educational provision in place. This action takes the form of a four part cycle. Earlier actions are revisited, refined and revised to ensure the child makes good progress towards securing outcomes. This is part of THE GRADUATED APPROACH to providing support.

The Four Part Cycle:

- **Assess**
 - **Plan**
 - **Do**
 - **Review**
- **Assess:**
Using teacher's assessment and experience of the pupil, tracking data and baseline data, parental concerns, behaviour tracking data and where relevant, advice from external support agencies.
 - **Plan:**
Where it is decided to provide a pupil with SEN support, the parents are formally informed. (They will have already been involved in forming the assessment of needs). Interventions and support are put in place, expected impact on progress, development or behaviour is logged and a review date set. Any teaching strategies and approaches are identified and recorded on the School's intervention tracking document.
 - **Do:**
The class teacher remains responsible for working with the child on a daily basis. Parents are expected to contribute to their child's progress at home. Where an intervention involves group or 1:1 work, outside the classroom, the child remains the responsibility of the class teacher and work and progress is closely monitored.
 - **Review:**

The effectiveness of the intervention and impact on the pupil's progress is monitored regularly, usually every half term. The support is revised in light of the pupil's progress. Parents are fully informed about the child's progress and involved in planning the next steps.

Section 5: CRITERIA FOR EXITING THE SEN REGISTER

We strive to keep the SEN list fluid, with children ideally not staying on the list for extended periods of time, unless they have very specific and significant additional needs which are life-long. A pupil will be removed from the SEN register when:

- They have successfully narrowed the gaps in their learning and attainment no longer causes concern.
- Their measurable targets in relation to their social and emotional (or other) needs have been achieved.
- And the pupil no longer needs provision that is additional to and different from that offered to other pupils of their age.

Section 6: SUPPORTING PUPILS AND FAMILIES

Hempshill Hall Primary School believes that a close relationship with parents is vital in order to ensure:

- a. Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b. Continuing social and academic progress of children with SEN
- c. Personal and academic targets are set and met effectively

Parents can refer to the Nottingham City SEN website for further information on the provision available for children: www.nottinghamcity.gov.uk/localoffer

In accordance with Regulation 51, Part 3 section 69(3)(a) of the Children and Families Act 2014 all schools have a statutory requirement to provide a SEN Information Report.

6.1 Additional Services available for schools from outside agencies

Support Services working alongside children as appropriate:

Educational Psychologist (CEPS)
IES teachers from the LA support service (Learning Support, Autism Team)
The Children's Centre
Speech and Language Therapists (S<)
Community Paediatrician
Specialist Community Public Health Nurse (school nurse)
Behaviour Support Service (BST)
Behaviour and Mental Health Team (BEHM)
Multi-Agency Locality Teams-MALT CAMHS
Education Welfare Officer (EWO)
Early Education Team (PEET)
Parent Partnership Projects
Safeguarding Services

6.2 Links with other mainstream schools

- Regular Senco Network meetings
- Nottingham Schools Trust (NST) Network meetings
- Transfer documents to secondary education and other schools, links with Secondary school SENCO's, transition meetings
- Links with special schools, Oak Field, Nethergate, Rose Hill.

6.3 Links with health and social services, educational welfare services and any voluntary organisation

- Links with school nurse
- Links with social services and the Educational Welfare Officer and any other relevant outside agencies
- Parent's Partnership
- Health Visiting Team for the under 5's

Section 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- This school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010
- Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.
- Children in this school with medical conditions are supported in line with our Medicine Policy. Health Care Plans are written with the support of medical professionals and official documents from parents and clearly outline procedures for administration of medicine to named pupils.

Section 8: MONITORING AND EVALUATION OF SEND

- At Hempshill Hall School we regularly and carefully monitor and evaluate the effectiveness and quality of provision offered to our pupils. This is done during our Pupil Progress Meetings and as part of continuous and rigorous monitoring and evaluation of whole school practice. We take into consideration the views of parents, pupils, governors and staff as part of the on-going process of school improvement. Governors are involved in observations of teaching in school and provide support and advice to staff.
- 8.1 Evaluation of the progress made by pupils with Special Educational Needs is carried out by analysis of test results/school progress tracking documents, sampling pupils work and through reviewing progress toward targets in Provision Maps. Small steps of progress are measured using PIVATS (**P**erformance **I**ndicators for **V**alue **A**dded **T**arget **S**etting)
- 8.2 Pupil Progress meetings held between the Assessment Coordinator and class teachers are held every term. Data compiled using school tracking documents, teacher assessment,

pupil work and behaviour records provide the basis for identification, discussion and reviewing of interventions for individual pupils. A child who has achieved their targets and no longer needs additional support is removed from the SEN list. Where an intervention is proving ineffective, alternative provision is introduced.

- 8.3 A child who has SEN will have specific targets on a Child Friendly Target sheet which also has suggestions for ways to help the child achieve these targets. Targets and progress towards achieving them are shared with the parents and child at least termly in line with the new SEN Code of Practice. Parents are also invited into school to meet their class teacher and are given a colour-coded Progress Report which clearly shows the progress the child is making.
- 8.4 Monitoring of appropriateness of differentiation within the class is by observation of children and analysis of planning.
- 8.5 Feedback from parents is encouraged at this school and this is done in the following ways:
- Discussions with teachers and progress meetings
 - Parent satisfaction survey every year.
 - Parent and Pupil Questionnaire

Section 9: TRAINING AND RESOURCES

9.1 Allocation of resources for pupils with SEN

Schools are allocated money by the local authority using a formula process. This is paid into the school budget at the beginning of the financial year.

All pupils with SEND will have access to Element 2 of a school's budget which equates to a maximum of £6,000. For those pupils with the most complex needs additional funding (High Level Needs - HLN) is retained by the Local Authority. This is accessed through application to a multi-agency panel of professionals working within the Local Authority. This panel determines whether the level and complexity of need meets the threshold for this additional funding. Before a request for HLN funding can be submitted it is moderated by a professional from the Local Authority Support Services who is familiar with the needs of the child. Where the need is medical, a member of the Learning Support Team will moderate the request. If the HLN funding is granted, it is the responsibility of the SENCO, Senior Leadership Team and Governors to agree how the allocation of resources is used.

A HLN funding request is made every two years for support in the following two academic years. It is possible to make a request mid-year if there is a significant change in need. The HLN request outlines the pupil's needs and hours of support and provision that is required to meet those needs and requesting additional funds to contribute towards the cost of these interventions.

9.2 In-Service Training (CPD):

We aim to keep all staff up to date with relevant training and development in teaching practice in relation to the needs of pupils with SEN.

- This school's SENCO regularly attends the L.A SENCO Network meetings in order to keep up-to-date with local and national updates in SEND and relevant SEN courses.
- This school's SENCO also attends Nottingham Schools Trust Network Meetings.
- Opportunities for staff training from the Professional Development File.
- Staff training as needs arise. We recognise the need to train all our staff on SEN issues. SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see section 8)
- Staff are kept informed of important up-dates through staff meetings.
- Staff training from I.E.S. and other outside agencies.
- Whole school INSET training days as appropriate.
- T.A. training sessions organised by SENCO and outside support agencies.
- T.A. Mentoring to share expertise as necessary.

Section 10: Roles and Responsibilities

10.1 The Role of the SENCO

- Overseeing policy and all SEN records.
- To assist class teachers to write/review targets for children with special educational needs and outline interventions on their provision maps. To assist with reviews of Provision Maps with parents and External Agencies, at least 3 times a year.
- Co-ordination of provision made to individual children with SEN.
- Working closely with staff, parents/carers & other agencies.
- Working closely with Teaching Assistants.
- To provide professional guidance to colleagues regarding SEN children.
- Taking a lead role in supporting the course of action for the SEN child.
- Observations of SEN children and T.A. support.
- To monitor SEN provision within school/class.
- To organise/attend 'Team Around the school' and 'Team around the Child' multi agency meetings.
- To be the lead professional in Multi-agency meetings when necessary.
- To initiate Multi-Agency Meetings/Priority Family support when necessary.
- To collate information and pupil profiles in order to write HLN requests when necessary.
- To write reports on behalf of pupils as part of the process of applying for an EHCP, to support Paediatrician assessments etc. (when necessary).

10.2 The Role of the GOVERNING BODY

The governing body will do its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The school's Governor for SEN is Zoe Jackson.

10.3 The Role of the CLASS TEACHER

- To identify concerns and pass information on to SENCO.
- To write targets and record intervention provision on a class provision map and to provide an Individual Provision Map when a child has a personalised timetable. To review child friendly targets with parents at least 3 times a year.
- To ensure provision map targets/interventions are carried out in class and to recognise when targets are achieved.
- To work closely with support staff to provide differentiation in the classroom.
- To attend review meetings with parents and agencies when necessary.
- To maintain a current SEN folder.

10.4 The Role of the PARENTS

Parents should be fully involved in the school-based response for their child, understand the purpose of any intervention or programme of action. School and Parents/Carers work in partnership to identify concerns and work together to support the pupil. School will tell parents when they first identify that a child has SEN and arrange a meeting with parents. The class teacher and parents/carers, with the support of the SENCO, will discuss the child's needs and any interventions required and make a decision whether to place the children on the SEN register. School will also discuss any additional support from external agencies when necessary and must gain parental/carer permission for any child observations or multi agency involvements to take place.

10.5 The Role of the L.A.

The L.A. in partnership with schools aims to promote high standards of education for all children, including those with SEN. An essential function of the L.A. is to make effective arrangements for SEN by ensuring the needs of children and young people with SEN are identified and assessed quickly and matched by appropriate provision. They provide a range of support services to schools to aid this process. This school works closely with the L.A. Inclusive Education Service Autism Team, Learning Support Team, as well as the Behaviour Support Team. We also follow the Local Authorities guidance on provision for children with SEN in line with the Local Offer. (See above)

10.6 The Role of the PUPILS

All children should be involved in making decisions, where possible, from the start of their education.

Where a Provision Map is developed the child should be involved at an appropriate level. Individual Targets will be shared with the child, parent and teaching staff involved.

Pupils will be invited to their Multi Agency reviews when thought appropriate, based on the child's age and stage of development.

10.7 The Role of the SEN TEACHING ASSISTANTS

With the support of the SENCO and the class teacher, SEN Teaching Assistants are responsible for providing support and timed interventions for individual children and small groups of children in line with the targets set out in the Class Provision Map and Individual Provision Map (when provided). SEN Teaching Assistants play an important role in liaising with parents and teachers as part of the Four Part Cycle. (See Section 4.3)

Section 11: STORING AND MANAGING INFORMATION

All SEN information is treated in a strictly private and confidential manner and retained in either personal files or secured cabinets. The school is registered for, and adheres strictly to, Data Protection guidelines.

Section 12: PROCEDURES FOR EVALUATION AND REVIEWING THE POLICY

The system for evaluating the impact of teaching and for monitoring the progress of SEN pupils through their stay in the school is as follows:

12.1 Reviewing the Policy

Criteria for evaluating success of school policy

- The School Governor responsible for Special Needs will gather information regularly in line with the Monitoring and Evaluation policy to identify if the needs of children are being met – the school is making progress towards strategic goals and targets as set out in the management plan.
- This policy will be reviewed every two years.

Section 13: ACCESSIBILITY (See our school's Accessibility Plan, Inclusion Policy)

At Hempshill Hall Primary School we are committed to improving accessibility for all pupils and our plans and strategies are outlined in the Accessibility Plan. Our plan is in line with the Equality Act 2010.

13.1 Specific improvements already undertaken to improve access for children with disabilities include:

- Nappy changing facilities in the Foundation Unit, including a Rise and Fall bed
- Disabled Toilet
- Ramp access to main entrance of the school building
- Wide and clear corridors and pathways inside the school building
- Individual work stations, adapted learning environments for small group interventions (Star Room and Moon Room)

13.2 Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCP's. The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Section 14: COMPLAINTS PROCEDURE

If a parent is concerned about the progress their child is making, this can be resolved using the following procedure:

1. Discussion between class teacher and parents.
2. Consultation with the SENCO.
3. If necessary referral to the Head Teacher, Senior Leadership Team in the absence of the Head Teacher.
4. In case of a very serious complaint refer to the Governing Body.

Section 15: BULLYING

Hempshill Hall Primary School's Anti-Bullying Policy outlines the steps that this school takes to ensure and mitigate against the risk of bullying of vulnerable learners in our school. This policy is available on our school website for parents and staff to read. It is reviewed regularly.

Appendices

Appendix 1 - Methods of Assessment:

A child may be identified through one of the following methods of assessments:

- SATS
- Optional SATS
- NFER tests
- Suffolk Reading Test
- Portfolio Dyslexia Screening Test
- Individual Literacy/Numeracy Assessments (L.A. Resources.)
- Routes to Inclusion (R2i) assessments
- Outside agency reports
- Emotional literacy assessments
- Monitoring of behaviour logs
- Early Learning Goals –P Levels.
- Concern expressed by parents/carers about behaviour/progress
- Class teacher observation and SENCO observation.
- Educational Psychologist Assessment.
- Assessments judged, according to the SEN criteria, at a level appropriate for entering pupil on the SEN register. (see section 4 of this policy)

If a child has been identified as SEN: then a meeting is arranged with parents, class teacher and SENCO to discuss ways forward.

- The SENCO works closely with teachers and parents to plan an appropriate programme of intervention and support
- Class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.
- When appropriate, a Multi-Agency Plan to support the child's needs.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

Appendix 2 – Individual Child Friendly Targets/Provision:

- All children on the SEN register should be included on the Class Provision Map and it is imperative that it only records what is additional or different from the differentiated curriculum plans that are already in place in the classroom. Children who are receiving support which involves significant levels of support and advice from external agencies will also have an Individual Provision Map.
- Each Child Friendly Target Sheet/Provision Map should be focused on only 3 or 4 targets (SMART Targets) and show the special interventions and provision made to meet these targets.
- Individual targets and Provision Maps are written and reviewed regularly (At least 3 times each year) and parents receive a copy. Occasionally it may be necessary to review some children's targets more frequently.
- Reviews for pupils receiving support from an outside agency will usually include parents/Carers and any other support workers where applicable.
- Reviews of Child Friendly Targets, where appropriate and according to the age and ability of the pupil, should include the pupil
- Informal review of targets between SENCO and teacher should take place regularly.
- Pupil Progress Meetings between the Assessment Coordinator and class teacher are held every term.
- Information and training will be given to new members of Staff regarding SEN and Provision Maps and will be organised by the SENCO.

Appendix 3 - 'What Our School Offers'...

(This document outlines the range of interventions and enrichment opportunities available to children in this school and can be accessed via our school website, SEN page.)