



# **HYLAND HOUSE SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS PROVISION POLICY**

**Ratified by governors Sep 2023**

**Review date: Sep 2024**

## **Hyland House School Individual Pupil Educational Vision**

*To go further than we thought*

*To run faster than we hoped*

*To reach higher than we dreamed*

*To become the best that we can be*

## **Individual Pupil Educational Mission Statement**

At Hyland House School we have very clear aims for our children, staff and school. We are committed to ensuring that children with additional needs are supported appropriately. With this support in place, our expectation is the same for children with additional needs as it is for typically developing children.

Our aims are set out below.

### **We aim for our children to have/be:**

- Very good basic skills
- Able to discover, nurture and use their talents
- High level of emotional intelligence and social skills
- Very well behaved, polite and courteous
- A strong moral sense, are kind, caring, respectful, cooperate well and are good citizens
- Creative, love to learn, learn to learn and will become lifelong learners
- Healthy minds and bodies
- Whole, rounded, self-confident, positive human beings who believe in themselves and their potential

### **We aim for our staff to have/be:**

- Confident, positive, empowered, inspiring
- Team players, willing to learn from each other and share ideas
- the highest of expectations and unshakeable belief in the children, each other and themselves
- warm, caring, positive relationships with children, parents, each other
- exemplary role models
- highly capable, reflective practitioners who constantly review their practice and strive for excellence
- complete commitment to children and their learning and development

### **We aim for our school to be/have:**

- a centre of excellence and inspiration
- a family, community ethos
- innovative, progressive, forward thinking and outward looking
- highly inclusive
- run smoothly and effectively on all fronts

## **Type of school**

We are a one form entry Seventh-day Adventist Independent Primary School, catering for children from Nursery (including 2 year-olds) up to Year 6.

## **How we know if a child has special educational needs**

- Teachers continually review the progress made by each child in their class in order to identify any potential barriers or difficulties with learning or socialisation. If any concern is noted this will be discussed with the child's parents.
- Teachers meet termly with the senior leadership team (SLT) to discuss pupil progress and provision. Any concerns will be discussed specifically with the Special Educational Needs Co-ordinator (SENCO) at these meetings.
- An open dialogue between parents and the school is encouraged. If a parent has a concern about their child they should discuss this in the first instance with the class teacher. If concerns persist parents may make an appointment to meet the SENCO.
- Class teachers ensure that children's individual needs are catered for appropriately within their classroom, whilst the SENCO provides advice regarding which strategies and/or intervention programmes may be appropriate.
- The SENCO makes referrals to external agencies/professionals if this is agreed to be appropriate (due to the nature/complexity of the child's difficulty). Referrals are only made with parental support.

## **What we do to help children with special educational needs**

- It is our vision that all children should be fully included in their class regardless of need, as we believe that peer support and role models provide a very positive influence. In addition, we believe it the right of every child to experience the full range of teaching and experiences on offer at Hyland House School.
- Class teachers consider the individual needs of the children within their class when planning. Additional resources, modifications or support from an adult or peer may be identified as necessary in order that children with additional needs can achieve within lessons.
- Some children require targeted intervention in small groups or 1:1. The progress of children involved in intervention programmes is carefully tracked, so as to ensure that intervention programmes are effective.
- A small number of children require a personalised work programme due to the complexity of their additional needs. This is planned by the class teacher with support from the SENCO.
- Parents and teachers of children who have special educational needs register meet as necessary to review progress, provision and to identify next steps.
- Outside specialists may support the needs of some pupils if this is deemed appropriate.

## **How we adapt our teaching for children with special educational needs**

- Where necessary, learning objectives may be simplified in order to accurately match a child's stage of development, so as to ensure they can make progress within every lesson.

- Children with specific learning difficulties may record their learning using alternative methods. For example, a dyslexic child may produce a mind map to demonstrate knowledge, rather than being expected to produce a piece of extended writing.
- Additional resources and/or scaffolds may be provided. For example, a number square may be provided to help with calculation.

Appropriately pitched questions are directed at children, so that all can be actively involved in whole class teaching sessions.

### **How we check that a child is making progress and how we keep parents informed**

- Teachers mark and assess each child's learning and achievement towards targets on a weekly basis in order to check that they are making progress.
- Children are tested formally three times a year. Both ongoing and formal assessment data is discussed with SLT at termly pupil progress review meetings.
- Children involved in intervention programmes are assessed at the start and end of the program in order to measure impact.
- There are three progress reports sent home each year (two for Early Years) and two parents' evenings per year where progress will be discussed with parents of children who are not on the Special Needs register. Teachers may contact parents, or vice versa, in order that concerns regarding progress can be discussed more frequently and to provide advice on supporting children at home.

### **Support we offer for children's health and general well-being**

- Class teachers are responsible for providing pastoral support to children within their classes. This includes supporting children with behavioural difficulties.
- Our Personal, Health and Social Education programme (PHSE) includes teaching children about values, drugs, relationships (RHE) and healthy lifestyles. PHSE is taught at an age-appropriate level in class and is the focus for many assemblies.
- Parents of children who have a medical condition must notify the school, so our medical register is accurate.
- Children who have serious or chronic medical needs must have a medical plan identifying what their condition is and what care needs to be provided as a result. If your child has a serious medical condition you must ensure that you make an appointment with the SENCO, so that a plan can be drawn up.
- If your child has an asthma pump or EpiPen you must ensure that these are labelled (child's name and class) and handed to the school office, so that they can be stored in the medical room or classroom.
- If your child needs prescribed medicines these should, where possible, be administered at home. Alternatively, parents are able to visit the school to administer medicine to their child.
- At Hyland House School, we embrace children's views and ideas. Our School Council meet monthly to inform staff of pupil concerns/ideas.
- Pupil questionnaires and interviews are used to help us understand children's barriers to learning, their emotional well-being and how we can support them more effectively in all areas of school life.

### **Specialist external services we use when we think extra help is needed**

- When needed we seek access to an Educational Psychologist who can help with the identification of specific learning difficulties and barriers to learning; provide support and advice to parents and school staff with regard to ensuring provision is appropriate and needs are met for children with additional needs; and may work directly with children as part of their personalised support package.

Other external services are commissioned in when needed.

### **How we include children in activities and school trips**

- Our philosophy at Hyland House School is to include all children in our enrichment programme including attending school trips. Children with additional needs may need special consideration in order to ensure that they can participate.
- Parents are often invited to school trips to provide an appropriate level of supervision and ensure the safety and well-being of all.

### **How parents are involved in school life**

- Our school encourages an open dialogue with parents. We value parents' contributions and knowledge and strive to work in partnership in order to ensure children can progress and reach their full potential.
- We encourage parents who have a special skill or knowledge to come into school and share this with the children. If you would like to share your skill/knowledge please speak to your child's teacher.
- Parents are invited to their children's class assembly. These are held in the mornings in the main hall.
- Parents are invited to parents' evenings, Home and School Association meetings and special events.

### **Who to contact for more information or to discuss a concern**

- Parents should contact their child's class teacher in the first instance.
- If you are the parent of a child with additional needs and are considering applying for a place at Hyland House School for your child, you may wish to contact the Headteacher to discuss his / her needs and how they could be met.

Please phone the school if you would like to make an appointment (020 8520 4186).