

Hunters Hall Primary School

SEND Policy



**I can be anything I want
If I just believe in me**

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Signed-Chair of Governors	Mr J Allen
Signed-Headteacher	Mr Kaitell

Policy on identifying and providing for pupils with Special Educational Needs and Disabilities (SEND)

Our SEND policy aims to:

- ❖ Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- ❖ Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice and the following legislation:

- ❖ Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with special educational needs and disabilities
- ❖ The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Introduction

Hunters Hall Primary school is an inclusive school where we focus on the well-being and progress of every child. All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience and maximise their opportunities for learning through the provision of personalised learning experiences, where appropriate, that have been differentiated to meet the needs of the individual. We aim to achieve this by adopting the following principles that are essential to developing a more inclusive curriculum:

- ❖ **Overcoming potential barriers to learning and assessment for individuals and groups of pupils**
We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.
- ❖ **Setting suitable learning challenges**
We aim to give every pupil the opportunity to experience success in learning and to achieve a high a standard as possible.
- ❖ **Responding to pupils' diverse learning needs**
We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approach to teaching and learning.

In making provision for pupils with special educational needs and disabilities our aims are:

- ❖ To ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs.
- ❖ To ensure the school has an Accessibility Plan in line with statutory guidelines.

- ❖ To identify the needs of pupils with disabilities and/or special educational needs as early as possible.
- ❖ To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils.
- ❖ To provide a graduated approach in order to match educational provision to pupils' needs.
- ❖ To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
- ❖ To take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them.
- ❖ To make reasonable adjustments to enable our pupils with disabilities to access the whole school curriculum including school trips and out of school hours' activities and learning.
- ❖ To ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities.
- ❖ To ensure that all staff are aware of their responsibilities towards children and young people with special educational needs.

Definitions

The school takes its definition of Special Educational Needs from the 'Special Educational Needs and Disability code of Practice: 0 to 25 years' (DFE, 2015)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children have a learning difficulty or disability if they have:

- ❖ A significantly greater difficulty in learning than the majority of others of the same age, or
- ❖ A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEN Code of Practice pg. 15)

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Children will have needs and requirements which may fall into at least one of four areas. Some children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed will be taken into account. In school, these are further broken down to assist in identification and provision planning for pupils with SEND.

Special educational needs and provision falls under four broad areas:

1. Communication and interaction

For example — autistic spectrum disorder and speech and language difficulties

2. **Cognition and learning**

For example — dyslexia and dyspraxia

3. **Social, emotional and mental health**

For example — attention deficit hyperactivity disorder (ADHD)

4. **Sensory and/or physical**

For example — visual impairments, hearing impairments and epilepsy

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas whilst for others the precise nature of their need may not be clear at the outset.

Roles and Responsibilities

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the school's Headteacher, Inclusion manager, SENCo and all other members of staff have important day-to-day responsibilities.

The SENCO and Inclusion Manager

The SENCO is Judith Ozer. The Inclusion Manager is Lisa Cooper. Both are qualified teachers.

They are responsible for:

- ❖ The day to day operation of this policy
- ❖ Working with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- ❖ Coordinating provision for pupils with SEND, including those who have EHC plans, by working closely with staff, parents/carers and other agencies
- ❖ Providing professional guidance to colleagues and work with staff, parents and other agencies, with the aim of securing appropriate support and high quality teaching
- ❖ Liaising with early years providers, other schools, educational psychologists, behaviour support outreach workers, CAMHS and other health and social care professionals
- ❖ Advise on the graduated approach to providing SEN support
- ❖ Monitoring the quality of teaching and standards of pupils' achievements
- ❖ Collaborating with curriculum coordinators to ensure learning for all children is given equal priority
- ❖ Ensuring the school keeps the records of all pupils with SEND up to date.
- ❖ Contributing to the in-service training of all staff
- ❖ Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- ❖ Working with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

The headteacher

The headteacher has overall responsibility for the provision and progress of all children with SEN and/or a disability. He will work with the SENCO and Inclusion Manager and will keep the governing body fully informed about the working of this policy.

The SEN Governor

Our Governors with responsibility for SEND: Lee Boyce & Alistair Dewar

The SEND Governor will fulfil their statutory duties towards pupils with special educational needs and/or disabilities as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will:

- ❖ Be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed
- ❖ Help raise awareness of SEND issues at governing body meetings
- ❖ Monitor the SEND policy and ensure provision is an integral part of the school development plan
- ❖ Monitor the quality of SEND and disability provision and ensure all staff are appropriately trained and qualified

Class teachers

Each class teacher is responsible for:

- ❖ The progress and development of every pupil in their class, even where pupils access support from teaching assistants or specialist staff
- ❖ Working in cooperation with the SENCO/Inclusion Manager to ensure early identification and intervention of children with SEND
- ❖ Working closely with any teaching assistants'/support assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- ❖ Working with the SENCO/Inclusion Manager to review each pupil's progress and development and decide on any changes to provision
- ❖ Meeting with parents to provide and review targets for their children
- ❖ Planning and implementing clearly differentiated work to ensure inclusion across the curriculum for all pupils
- ❖ Ensuring all pupils have a voice and that they understand their contributions are valued
- ❖ Actively celebrate and build on pupils' strengths and achievements
- ❖ Ensuring the follow this SEND policy

Teaching Assistants/Support Assistants

- ❖ Be aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- ❖ Give feedback to teachers about pupil's responses to tasks and strategies
- ❖ Undertake specific interventions to support children's identified needs
- ❖ Attend CPD as appropriate to better support children with SEND in the school
- ❖ Contribute to written records of children as necessary.

The Responsible Person

The school has informed the LA that, when the LA conclude that a pupil at the school requires an Education Health Care (EHC) Plan, they should inform Miss Lisa Cooper (Inclusion Manager) and/or Mrs Judith Ozer (SENCO). They will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

Admissions Arrangements

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision SEN Policy required is incompatible with that available at our school. Where a pupil due for admission is known to have special educational needs the SENCo will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

The school's Accessibility Plan outlines the access for disabled pupils around the school. This is inclusive of electronic amplification equipment, ramps and a stair lift for disabled pupils.

Identifying pupils with SEN and assessing their needs

At Hunters Hall we recognise the importance of early identification and the assessment and provision for any children with SEND. In order to help children who have SEND, the school will adopt a graduated response that recognises there is a continuum of SEND. We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- ❖ **Is significantly slower than that of their peers starting from the same baseline**
Slow pupil is recorded as having progress and low attainment will not automatically mean a SEN
- ❖ **Fails to match or better the child's previous rate of progress**
- ❖ **Fails to close the attainment gap between the child and their peers**
This may include progress in areas other than attainment, for example, social needs
- ❖ **Widens the attainment gap**

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Stages of Intervention and Provision

Access to the school's broad, balanced and creative curriculum is achieved for pupils by differentiation of work by teachers through Quality First Teaching. Pupils falling just behind national expectations will usually benefit from Wave Two catch-up programs or interventions. When a pupil is consistently and significantly falling behind normal expectations, the SENCo and Inclusion Manager will be notified and Wave Three interventions will be implemented (SEN Support).

SEN Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

An important feature of SEN Support is the collection of all unknown information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. All concerns should be discussed with the pupil's parents, and with their agreement the completion of the 'Initial Concerns' form should be carried out. The SENCo and/or Inclusion manager will observe the pupil in class and may carry out some specific assessments to determine the needs. When a teacher, member of the pastoral team, SENCo or Inclusion Manager identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum. If a child receives SEN support their name will be placed on the SEND register.

The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;

- ❖ makes little or no progress,
- ❖ shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance,
- ❖ show persistent emotional difficulties which continue despite management techniques generally used in school,
- ❖ has significant sensory or physical problems that impact on their ability to learn,
- ❖ has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.

School Request for a Statutory Assessment

If a pupil fails to make progress, in spite of high quality teaching we may apply for the pupil to be assessed for an EHC Plan.

The SENCo and/or Inclusion Manager will take a leading role and will provide information including:

- ❖ the school's action through Assess, Plan, Do, Review cycles
- ❖ individual progress plans for the pupil
- ❖ records of regular reviews for at least a twelve month period
- ❖ an individual provision map
- ❖ the pupil's health, including a medical history where relevant
- ❖ tracking of progress using the school's assessment criteria
- ❖ attainments in literacy and numeracy
- ❖ educational assessments from an advisory specialist support teacher or educational psychologist
- ❖ views of the parent and child
- ❖ involvement of other professionals
- ❖ pupil attendance details
- ❖ recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan (EHCP)

The school will apply for an EHCP if the pupil has a disability which is life long and which means that they will always need support to learn effectively. If the pupil's achievements are so far below their peers that we think, it likely that they may at some point benefit from an alternative provision.

Pupil's, who we think will manage in a mainstream setting, with some support, are less often assessed for EHC Plans. Having a diagnosis (e.g. ASD, ADHA or dyslexia) or physical disability does not mean that the child needs an EHC Plan.

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows:

- ❖ The SENCo/Inclusion Manager will implement the recommendations
- ❖ Short-term targets will be set and reviewed at least three times a year
- ❖ Progress will be formally reviewed by holding an annual review meeting
- ❖ The SENCo/Inclusion Manger will seek:
 - Written advice from parents and professionals
 - Ascertain the views of the pupil
 - Convene the review meeting
 - Prepare a report for the LA

The people invited to the meetings are:

- ❖ The pupil's parents/carers
- ❖ Relevant teachers /TAs
- ❖ A representative from the LA
- ❖ The pupil
- ❖ Where appropriate representatives of health and social services, other professionals closely involved
- ❖ In the year of transfer the current and receiving SENCo

In view of the sensitive nature of the information contained, copies are only given to parents and LA, filed in the SEN class files and a copy kept by the SENCo/Inclusion Manager with the pupil's records.

Personalised Learning Profiles

Personalised Learning Profiles are used for some children, where more complex needs have been identified. These will outline the smaller targets for the pupil to help measure progress in their learning.

The Personalised Learning Profiles will include information about:

- ❖ The short-term targets set for the child

- ❖ The teaching strategies to be used
- ❖ The provision to be put in place
- ❖ When the profile is to be reviewed
- ❖ Impact (to be recorded when the profile is reviewed)
- ❖ Pupil views

The profile will only record that which is additional to, or different from, the differentiated curriculum. It will focus on two or three individual targets which match the child's needed. It will be reviewed three times yearly.

Allocation of Resources

Funding allocated to SEND is used for provision that is additional to, or otherwise different from, the educational provision made generally for children of their age. This includes personnel (SENCO, SEND Support Staff, and some TA hours) and resources. The LA makes no financial contribution to support hours identified within an EHC Plan. Where children present with needs that could not have been foreseen, the SENCo/Inclusion Manager will bid for extra money through the LA Contingency and Dowry Panels. The LA's Framework will be used yearly to identify funding and allocation of resources across the school.

Partnership with Parents

The school values the partnership with all parents (including those who have children with special educational needs) and is keen to support them in playing an active and valued role in their children's education. Parents are informed about changes to our provision in the regular Snippets newsletter and at Open Evenings. Partnership with parents plays an essential role in enabling children with SEND to make adequate progress and become successful learners. The school recognises that parents hold key information, knowledge and experience about their child.

Parents and carers are involved at all stages when a child is considered to have a special educational need. We consider that the earlier that a parent is made aware of a concern, and the joint plan of action is addressed, the better. Parents will be informed and involved as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.

Termly meetings are held with parents for all children with SEND, and their views are taken into account when devising Personalised Learning Profiles and identifying future targets. Parents are also involved at all stages of the Annual Reviews for children with EHC Plans. Sometimes parents may have concerns about their child and contact school for support. In these instances, staff will investigate the issues to respond to these concerns and inform the SENCO/Inclusion Manager where necessary.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

All conversations will ensure that:

- ❖ Everyone develops a good understanding of the pupil's areas of strength and difficulty
- ❖ Everyone understands the agreed outcomes sought for the child
- ❖ Everyone is clear on what the next steps are.

Links with other professionals

The School works closely with an allocated Advisory Teacher for SEND from the Local Authority. They work closely with the SENCO, Inclusion Manager and Head teacher to ensure that School is meeting the needs of its pupils. They also offer advice and direct the School to appropriate external support where possible.

The school maintains links with support agencies and other professionals. Individual assessment, support and advice to teachers are provided. Professionals involved with the school include:

- ❖ Educational Psychologist
- ❖ Speech and Language Therapist
- ❖ Speech and Language Therapy Assistants
- ❖ Occupational Therapist
- ❖ Physiotherapist
- ❖ School Nurse
- ❖ Health Visitors
- ❖ Child and Adolescent Mental Health Service (CAMHS)
- ❖ Child Development Team
- ❖ LA Advisory Team
- ❖ Specialist Educational Outreach Support Services (Deaf and Speech & Language)
- ❖ Advisory Teacher for ASC

Training

As a school, we are committed to furthering our knowledge of any new developments that will further our vision for inclusion for all children. Staff members will attend courses and information will be shared through informal arrangements and through INSET. The SENCO has been awarded the National SENCO Accreditation, and will continue to attend CPD as necessary through the LA.

Complaints

Initially, complaints or concerns about specific elements of the school's provision for SEND should be discussed with the class teacher, who will refer to the SENCO, Inclusion Manager or Headteacher, who will investigate the matter. If the matter is not satisfactorily resolved, then the matter should be raised with the Governing Body, in line with the school complaints policy which can be located from the school office or found on the school's website.