



Hilderthorpe
PRIMARY SCHOOL
Aiming High ~ Reaching Higher

SEND POLICY

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Policy Review Date: June 2021

SEND POLICY

Date	Review Date	Coordinator	Nominated Governor
		Julie Hoggarth	

DEFINITION OF SEND

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 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 schools age or would do so if special educational provision was not made for them.

Children and young people who have SEN may have a disability under the Equality Act 2010, defined as: 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”.

The 2014 Reform Act outlines the following key principles:

- Participation of children, their parents and young people in decision- making.
- Early identification of children and young people’s needs and early intervention to support them.
- Greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Focus on inclusive practice and removing barriers to learning

- Successful preparation for adulthood, including independent living and employment.

Our beliefs and values

At Hilderthorpe primary School we believe that every teacher is a teacher of every child or young person including those with SEN

We believe we provide high quality teaching that is differentiated and personalised and that meets the needs of children and young people. We have high ambitions, set challenging targets, and track the progress of all pupils.

SECTION 2

AIM

At Hilderthorpe Primary school our aim is to raise the aspirations of and expectations for all pupils with SEN, our school provides a focus on outcomes for children and young people and not just hours of provision/support.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Coordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Hilderthorpe Primary school we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

At Hilderthorpe we are aware of certain conditions that are NOT SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We are also mindful that identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to child or young person’s behaviour will be described as an underlying response to a need which we as a provider will be able to recognise and identify clearly as you will know the child/young person well.

SECTION 4

GRADUATED RESPONSE

Children are given early and timely interventions whenever they are identified as needing assistance to make progress in all areas of learning. This may arise from school tracking, parental concerns or information from a previous setting or external agency working with the child.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

When this quality first teaching and catch-up programmes are not sufficient, children may be placed on the SEN register in the category of SEN Support (as defined by the 2014 Act). Extra support will be provided in school, in the classroom or by regular withdrawal to work with trained SEN support staff. External specialist support and expertise will be requested where appropriate.

When exceptional need is identified, application may be made for an Education and Healthcare Plan in accordance with statutory and local authority guidelines. A child-centered approach is adopted with the family at the centre of the process.

Working with and communicating with parents is central to provision for all children with SEND. All children on the SEN Register will have a Termly Support Plan which identifies their needs, actions and intended outcomes using the model of “assess, do, plan, review”. The Plans are rigorously monitored, evaluated and amended in consultation with all key staff using a whole school approach. Children will be involved in reflecting on their own progress using age appropriate strategies and language.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

- Early years Foundation Stage staff carry out home visits which may highlight any additional needs before a child is admitted into school.
- Home visits are also carried out for any new children admitted to school by our school social worker Jo Brown.
- Hilderthorpe Primary school has close links with other Early year’s providers which share information about additional needs of children.
- Pupil progress meetings/discussion are held every half term from which we track and identify children who are not making expected national progress or ‘falling behind’. The class teacher, head teacher, SENCO and Inclusion Manager are present at these meetings. All of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress is considered. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- Class teachers can complete an Initial Concerns form with parent and child.
- Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress. Before a Support Plan is put in place children may undergo further assessments to narrow down the exact difficulties they are having. In some cases advice may be sought from our SEN Consultant or other outside agencies. If it is thought that a child would benefit from a Support Plan the class teacher will write this with support from the SENCO if needed. The support plan outlines exactly what needs have been identified, how to remove key barriers to learning effectively i.e. what works; the clear outcomes to be achieved within an agreed time frame .Support plans are reviewed every half term with parents and child.
- The Support Plan will include targets for the child to work towards and details of who will help them to achieve these targets and how. Achieving any targets always starts with the child themselves. Details of how the family can help the child will be on the Support Plan too. It is very important that home and school work together if a child is to fully achieve their true potential!
- Children who have speech and language difficulties are referred to the Speech and Language Team. Once assessed, the child may be given a programme to follow. This programme is implemented by a fully qualified teaching assistant and overseen by the inclusion team.

SECTION 5: SUPPORTING PUPILS AND FAMILIES

Hilderthorpe Primary School’s website provides information on;

- The LA local offer (Regulation 53, Part 4)
- The school's SEN Information Report; ad
- Admission arrangements

Transition – from class to class, across key stages and to another school – including Secondary School is supported by;

- Consultation with parents/carers in how we can best meet the emotional needs of the child.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.
- We liaise with local secondary school and offer additional meetings, visits and preparation for children who may find transition difficult.
- Opportunities for the child and parent to have supported visits to the new situation.
- 'Social Stories' written with/ for the child to support them in their transition.

SECTION 6: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Hilderthorpe 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

SECTION 7: TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND as well as termly cluster meetings.

SECTION 8: ROLES AND RESPONSIBILITIES

The Head teacher is responsible for meeting the needs of children with SEND in partnership with the Chair of Governors and SEN Governor. The person coordinating the day to day provision of education for children with special educational needs is the Special Educational Needs Coordinator (SENCO). The staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for children with SEND. This takes the form of an Information Report which is published on the school website along with the School Local Offer. The Governing Body will ensure that external funding designated to children with SEND is used effectively for its intended purpose.

SECTION 9: STORING AND MANAGING INFORMATION

Information will be kept in accordance with in the school policy on data protection. A section on Data protection can be found in the school prospectus or on the school website.

SECTION 10: REVIEWING THE POLICY

As we move into the new requirements for SEND for school effective from 1 September 2014 the SEN policy is reviewed annually.

SECTION 11: ACCESSIBILITY

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 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.

Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we support children in the classroom setting. Sometimes, to maximise learning, children to work in small groups, or in a one-to-one situation, outside the classroom.

Hilderthorpe Primary School is a single level primary school with no steps anywhere in the school making it easily accessible for wheelchair users. A disabled toilet is available in the centre of the school. The children are encouraged to walk around the school on the left hand side which makes corridors less busy and easier to negotiate at change-over times such as lunchtimes and coming out of assemblies. Disabled parking bays are provided.

SECTION 12: DEALING WITH COMPLAINTS

At Hilderthorpe Primary School we aim to

- resolve complaints at the earliest possible stage.
- make all reasonable adjustments to ensure that parental concerns and complaints are addressed
- build parents' confidence and trust in the quality of provision that the school makes for children with SEND

If a parent/carer is unhappy about something that is happening at school they should follow the school's Complaints Procedure which can be collected from the school office, or downloaded from the school website.

SECTION 13: BULLYING

The school Bullying policy clearly outlines the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners at your school.

Hilderthorpe Primary School is an inclusive your school. Safeguarding the needs of all pupils including those with SEN is of high importance. We promote independence and build resilience in children's learning and put a great emphasis on the well-being of all children.

SECTION 14: APPENDICES

Hilderthorpe's SEN Information Report and Local Offer can be found on the school's web page.