

# Hemingbrough Community Primary School Special Educational Needs and Disability (SEND) Policy

<b>Document Status</b>			
<b>Date of Next Review</b>	October 2021	<b>Responsibility</b>	<i>Standards and Improvement Committee</i>
<b>Date of Policy Creation</b>	October 2020	<b>Responsibility</b>	<i>Chair of Governors</i>
<b>Date of Policy Adoption by Governing Body</b>	<b>October 2020</b>	<b>Signed</b>	<i>Ben Bowers</i>

Our SENDCo and member of our leadership team is:

**Mrs Helen Taylor**

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Ref: Role of the SENDCO in Schools SEND Code of Practice, 6.89

**NASENCo award to commence in May 2021**

Hemingbrough C P School is a community school that encourages and values the abilities and achievements of all its pupils, and is committed to providing the best possible environment for learning and the principals outlined in Every Child Matters for every pupil.

## **Our Vision**

An inclusive school, where all children strive to be the best that they can be, becoming lifelong learners and good citizens.

## **Our Values**

Honesty, independence, friendship, respect, resilience, inclusivity, trying your best, cooperation, taking part and responsibility

## **SEND Aims**

- Every teacher is a teacher of every child or young person including those with SEND
- To have systems for early identification of barriers to learning and participation
- To have high expectations and suitable, achievable targets for all children
- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a curriculum appropriate to the individual's needs and ability.

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision

## **Objectives**

1. Be happy
  - Provide a secure and caring environment
  - Use positive and supportive language
  - Use praise to celebrate achievement
  - Set suitable learning challenges
  - Provide opportunities to parents/carers and children to celebrate achievement together
2. To consider the views of the child, taking into consideration age, maturity and capability.
  - Provide opportunity for the child to:
    - express their feelings
    - participate in discussions
    - indicate their choices
    - review their own progress
3. Have access to a broad and balanced curriculum
  - Plan differentially and set targets for individuals and groups within a provision mapping model.
  - Provide support in an effective manner
  - Involve parents/carers by providing formal and informal information
4. Achieve their very best
  - The class teacher remains responsible for working with the child on a daily basis and is involved in the planning and implementation of suitable interventions
  - Use effective assessment and monitoring (formative and summative assessment, Foundation Profile, Teacher Assessment, observational assessment, parental views).
  - Provide high quality learning opportunities and materials
  - Use positive and supportive language with pupils
  - Intervene early to promote progress
  - Make effective use of outside agencies
  - Liaise effectively with parents and carers
5. Make good progress
  - Use effective assessment, monitoring and review procedures
  - Relate action to individual needs
6. Be included in all aspects of the school day

- School should be warm, welcoming and open to all pupils, parents/carers in order to make school a positive experience
  - Ensure that all pupils are able to join in the activities of the school, taking into consideration individual needs and efficient use of resources
  - For most pupils extra help will be provided within the classroom. managed by the class teacher. Where it involves spending some time outside the classroom, it will nonetheless be in the context of the inclusive curriculum
  - Provide an appropriate physical environment
  - Provide a positive and supportive school ethos
7. All teachers to be well equipped to identify and meet needs
- Teachers and support staff will have access to relevant professional development (LA courses, INSET, available information)
8. Children's needs to be identified early
- Make use of existing information from parents/carers and relevant agencies to provide a starting point for the development of an appropriate curriculum for the child
  - Use the school assessment procedures
9. Planned interventions to be effective under a model of provision mapping interventions.
- Interventions may include:
    - grouping for teaching purposes
    - additional human resources
    - teaching methods, taking into consideration the learning styles and individual needs of the child
10. Interventions to be evaluated and revised regularly
- Planned formal meetings between SENDCo and class teachers, taking into account information from others involved with the child, including parents/carers.
  - SENDCo available for ongoing informal discussions with staff and parents/carer

## **Philosophy**

### **The school community believes that**

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND

- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

- This policy has been reviewed by the SENDCo, Headteacher and SEND Governor.
- The Governors delegate to the Head Teacher the responsibility to ensure that all demands regarding Special Educational Needs are met.
- The School Development Plan influences subject areas with regards to the SEND requirements.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

### ***Headlines from the 2014 Code of Practice (From September 2014)***

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.

School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENDCo.

There are four broad categories of SEND:

- o communication and interaction
- o cognition and learning
- o social, emotional and mental health
- o physical and sensory.

We have children in all these categories of SEND.

We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children. We aim for our children on our SEND register to make progress which compares well with the progress made by other children in school.

### **Definition of Special Educational Needs**

*The 2014 Code of Practice says that:*

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv.

### **Roles and Responsibilities**

**The SEND team of the school is:**

<b>Head Teacher</b>	<b>Mrs Sarah Chappell</b>
<b>SEND Coordinator (SENDCo)</b>	<b>Mrs Helen Taylor</b>
<b>SEND Governor</b>	<b>Mr Nick Wilkinson</b>

### **The Role of the SENDCo**

The SENDCo plays a vital role in the school's SEND provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to teachers
- Managing Teaching Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to CPD
- Liaising with the range of external agencies and the Local Authority
- Attending termly LA SENDCo network meetings in order to keep up to date with local and national updates in SEND.

### **The Role of the Governing Body**

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision for SEND pupils is of a high standard
- Ensuring that, where the Head Teacher has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and reviewing the SEND policy

## **The Role of the Teacher**

The teacher's responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEND pupils
- Collaborating with the SENDCo to decide the appropriate action required to assist the pupil to make progress
- Contributing to pupil's records
- Working with the SENDCo to collect all available information on the pupil
- Working with SEND pupils on a daily basis to deliver identified targets within differentiated planning
- Developing constructive relationships with parents
- Liaising with parents
- Informing parents of the fact that SEN provision has been made for their child
- Being involved in the utilisation of the school's SEND policy

## **The Role of the Head Teacher**

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCo and supporting decisions made by the SENDCo.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

## **Allocation of Resources**

The School strives to ensure that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting objectives set out in this policy.

## **SEND AT Hemingbrough Community Primary School**

*Our objectives are:*

- To identify, at the earliest possible opportunity any barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Our school SEND register is updated regularly and pupils will also come off it if they no longer require additional support beyond Quality First Teaching.

Types of SEND which we have in school can include:

#### *Communication and Interaction*

- Autistic spectrum conditions (including Attention Deficit Hyperactivity Disorder (ADHD), Asperger's and Autism) and speech and language disorders

#### *Cognition and Learning*

Dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.

#### *Social, Emotional and Mental Health*

- Anxiety, attachment disorders, emotional difficulties and mental health difficulties, chronic Tic disorder

#### *Physical and Sensory*

- Hearing impaired, Visually impaired, Hypermobility

#### *Medical Needs*

- Epilepsy, bowel disorders and Type 1 Diabetes, Severe allergies

### **Identifying children at SENDS (SEND Support)**

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

The progress of every child is monitored termly. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo/head teacher and a plan of action is agreed.

Class teachers are continually assessing and monitoring children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching, short term additional support or some parental support. Otherwise, the child is placed on our SEND register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have Autism Spectrum Disorder (ASD), Autism Spectrum Condition (ASC) or ADHD or some other disability.

## **Working with Parents and Children**

We aim to have positive, constructive relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENDS
- discuss assessments that have been completed or observations that are supported making that decision.
- agree a plan, set targets (as appropriate) and provision for the next phase.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents and children (where appropriate) are invited to a meeting at least each term to review progress made, set any new targets and agree provision for the next phase.

**Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:**

- Monitoring and evaluating of interventions, including their value for money
- Focused analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns (e.g. part 7)
- Completion of statutory functions by the SENDCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENDCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions

- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

### **Record keeping for children at SEND**

Once a child has been identified as needing SENDS the following paperwork is completed:

- Annually, a pupil passport/chronology of support and intervention is used to record the child's strengths and interests, what they enjoy about school, what they find hard, what helps them to achieve and strategies undertaken. This is completed by the teacher. The information may be updated during the year as necessary.
- Termly, at parent progress meetings, a support plan is produced and reviewed. The plan records specific and challenging targets for the child to achieve, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- Regularly, on tracking records the teacher or teaching assistant records a short comment about progress made towards each of the targets.

### **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, despite high quality, targeted support at SENDS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

The child has needs that require additional support for them to learn effectively with their peers

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

### **Teaching and Learning**

We believe that all children learn best within their class, alongside their peers. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be supported by their teacher, not always by a TA. Teachers spend time working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence on an adult.

The school has a range of interventions available, which can be utilised in and out of class. These are listed on a whole school provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENDS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCo who monitors overall progress after the intervention.

- Interventions are given a time scale.
- At the end of an intervention, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to undertake a new intervention, or to allow a period of consolidation in class.

The SENDCo monitors interventions to identify their effectiveness and impact.

### **Adaptations to the curriculum teaching and learning Environment**

Hemingbrough Community Primary School is disability friendly. The school is one level and we have a hygiene room and easy access toilet. We generally find that no additional adaptations to the building are necessary for any children with physical disabilities.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with any disabilities. All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

### **Access to extra-curricular activities**

All of our children have equal access to any lunchtime and after school clubs. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

### **Staff Expertise**

All of our teachers are trained to work with children with SEND and are at various points of their careers so have differing levels of experience. However, all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA CPD, provision of books or guidance towards useful websites.

Some of our TAs have MAKATON training which helps them to support children with communication difficulties. Other TAs and HLTA (higher Level Teaching Assistant) have expertise and training in other areas or specific interventions. All TAs work with children with SEND and disabilities.

Where we need access to additional, more specialist help, the school is able to seek help from the SEND Hub provision in our area as well as our Educational Psychologists and SEND/Early Years Advisory Teachers.

## **Children with social, emotional and mental health needs**

Behaviour is not classified as a SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we support the child through that process, accessing additional support where necessary.

Compass Buzz (CB) is another organisation who school can refer to in order to support children's mental health, this is an internally run support programme which utilises guidance and intervention from trained mental health workers. School would liaise with parents and create a referral, if that referral is accepted CB would train staff to deliver specific programmes dependent on need. This intervention is reviewed over time and with the support of CB changed and adapted where needed.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to Child and Adolescence Mental Health Services (CAMHS). If the child is felt to have long-term social, emotional or mental health needs for example with anger management, the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained TAs who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

## **Transition Arrangements**

### *Transition into and within school*

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

### *Transition to Secondary School*

Transition reviews for all Year 6 pupils are held. The secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews.

## **Storing and managing information**

All records relating to SEND are stored securely on the school server. Some records are held in paper form, in a locked cupboard or filing cabinet. Any information passed via e mail is sent through secure systems and reports are password protected.

## **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

## **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

## **North Yorkshire's Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

North Yorkshire's Local Offer is available from the website

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE (Feb 2013)

SEND Code of Practice 0 – 25 (Sept 2014)

Schools SEN Information Report Regulations (2014)

(see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report) Statutory Guidance on Supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document

Safeguarding Policy

Accessibility Plan

Teachers Standards (2012)

This policy was created by the school's Head teacher, SENDCo with the SEN Governor in liaison.

## **Review**

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)