



# **Special Educational Needs and Disability (SEND) Policy**

Reviewed: September 2018  
Next Review due: July 2019

## **Section 1: Responsibilities**

Mr Michael Watson, The Head Teacher, has an overview of all aspects of Inclusion.

Mrs Kelly Hersey, Inclusion Manager & Deputy Head Teacher, takes the lead role in relation to SEND, is part of the Senior Leadership Team and has undertaken the National Award for SEN.

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The Designated Safeguarding Lead is Michael Watson:

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The Designated Safeguarding Deputies are: Kelly Hersey (Deputy Head Teacher): [k.hersey@huntersbar-jun.sheffield.sch.uk](mailto:k.hersey@huntersbar-jun.sheffield.sch.uk) and Amanda Thompson (Learning Mentor) [a.thompson@huntersbar-jun.sheffield.sch.uk](mailto:a.thompson@huntersbar-jun.sheffield.sch.uk)

The SEND Governor is Mrs Sarah Evans: [sarah.evans77@btinternet.com](mailto:sarah.evans77@btinternet.com)

The members of staff responsible for meeting the medical needs of pupils are Susannah Williams and Louise Blacksell.

### **Ethos:**

The aims of this policy are:

- to ensure that every pupil with special educational needs and/or disabilities has maximum opportunity to achieve the five *Every Child Matters* outcomes:
  - be healthy
  - stay safe
  - enjoy and achieve
  - make a positive contribution
  - achieve economic well being
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

All teachers at Hunter's Bar Junior School are teachers of pupils with SEN. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils.

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Pupils with SEND do not follow a different curriculum to other pupils. Where appropriate, reasonable steps are taken to modify the curriculum for pupils with SEND and reasonable adjustments are made. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. Access arrangements for examinations are organised jointly by the Year 6 teachers and Inclusion Manager.

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; work is differentiated appropriately using AfL techniques rather than pre-supposing ability, and assessments are used to inform the next stage of learning.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. The needs of the child are considered paramount.

Teachers respond to children's needs by:

- using assessment for learning techniques to ensure that learning is pitched at an appropriate level for all children in all lessons;
- providing support for children who need help with communication, language and literacy;

- planning to develop children's understanding through the use of multi-sensory approaches, planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their impulses and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to participate fully.

### **Policy Information:**

This policy was developed in consultation with governors, parents, the senior leadership team, teaching and support staff. This policy is linked to the Behaviour, Equal Opportunity and Assessment policies, and in accordance with the SEND Code of Practice 2014 and under advice from The National Association of Special Educational Needs (NASEN).

### **Section 2: Purpose of school approach to SEND Aims**

- To raise the aspirations of and expectations for all pupils with SEND.
- To focus on outcomes for children and not just hours of provision or support.

### **Objectives:**

1. To provide a Special Educational Needs Co-ordinator (Inclusion Manager) who will promote policy and practice specified in the SEND Inclusion policy.
2. To identify and provide for pupils who have special educational needs and additional needs through early identification.
3. To work within the guidance provided in the SEND Code of Practice 2014.
4. To operate a 'Whole pupil, whole school' approach to the management and provision of support for special educational needs, ensuring a caring and inclusive environment.
5. To use the 'Assess, Plan, Do, Review' approach (in line with the SEND Code of Practice 2014) in order to reach a high level of achievement for all.
6. To provide support and advice for all staff working with SEND pupils.
7. To work in close partnership with class teachers, support staff, outside agencies, parents/carers and the pupils themselves sharing support and advice.
8. To ensure that SEND and inclusive provision is positively valued and accessed by staff and parent/carers

### **Section 3: Identifying SEN**

We believe that the purpose of identification is to decipher what action should be taken in order to best support a child, not to fit a pupil into a category. We identify the

needs of pupils by considering the whole child, not just the special educational needs they have. We are part of the south-west Sheffield partnership of schools (SWIP) and, as such, abide by an agreed list of criteria when including a child on our SEND register.

Many of the children who join our school have already attended Hunter's Bar Infant School. In many cases children join our school with their needs already assessed. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Further assessment within the Junior School can provide us with additional information.

Early identification is vital. Communication of any concerns held by the class teacher, parents or Inclusion Manager informs decisions at the earliest opportunity to help identify additional support needs. Teaching Assistants may be involved in identification and early assessment. On-going tracking highlights and informs this identification. Teaching assistants also keep records of the impact of interventions. These feed into decisions about provision mapping and future interventions.

The procedures follow the SEND Code of Practice. The school employs a graduated response through interventions at a *range of levels*. If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources, beginning with quality first teaching. We refer to this level of support as School Support. The child's class teacher will provide interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information.

The Special Educational Needs Co-ordinator (Inclusion Manager) will become involved if the teacher and parents feel that the child would benefit from further support. The Inclusion Manager will take the lead in further assessments of the child's needs, should a child move to SEN Support and be put on the school SEND register. Initiating *SEN Support* occurs when a child is in receipt of support from a Local Authority external support service or from health or social work professionals.

If a child's needs are particularly complex and/or severe, the Inclusion Manager and parents will discuss escalating support further through a 'My Plan' or through the EHC Plan application process. The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this. In the event of further assessment the school/LA will seek a range of advice and evidence to determine whether or not to make a formal EHC Plan.

Within the SEND 2014 Code of Practice there are 4 main categories of need which are considered as SEND needs. These are:

- Communication and interaction
- Cognition and learning
- Social emotional and mental health needs
- Sensory and/or physical needs

The following are considered not to be SEND but may impact on progress and attainment:

- Attendance & punctuality
- Health & welfare
- English as an Additional Language
- Being in receipt of a Pupil Premium grant
- Being a looked after child
- Being the child of a service man or woman

Identifying behaviour as a need is no longer an acceptable way of describing SEND in the Code of Practice 2014. Any concerns relating to behaviour will be described as a response to one of the main 4 categories of need described above.

#### **Section 4: A Graduated Approach to Interventions**

Our school provides 'Quality First Teaching,' which includes personalising learning to meet individual needs through differentiated tasks, provision of support through modifying learning objectives, teaching styles and access to resources.

Pupils are identified as having SEND needs if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. (p.88 Section 6.37 Code of practice 2014) 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.

All pupils' progress is monitored closely by class teachers and the Senior Leadership Team. If teachers/parents/carers have concerns about the progress a child is making, the teacher will complete an Initial Note of Concern.

Once identified as having SEND, the Inclusion Manager and Senior Leadership Team will monitor that high quality teaching, differentiated for the individual pupil is in place. Training is provided for all teaching staff to ensure they can deliver Quality First Teaching. Where a period of differentiated support has not resulted in the pupil making adequate progress or where the nature of the pupil's needs are unlikely to be met by such an approach, the pupil will be placed on the SEND register and the Inclusion Manager, with the permission of parents/carers, will refer to appropriate outside agencies.

Examples of outside agencies we access include:

- Educational Psychology service
- Speech and language Therapy
- Autism Team
- Multi Agency Support Team (MAST)
- Children and Adults Mental Health Services (CAMHS)
- Visual Impairment Team
- Social care
- What about me? (WHAM)

## **Working in Partnership with Parents**

The school operates an open-door policy and works closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents as they have much to contribute to our support for children with special educational needs.

The school will seek to engage the services of a translator where requested by parents or deemed necessary by the Inclusion Manager to ensure partnership in developing strategies to help an individual pupil.

Parents are in close contact with school and are fully aware of the support in place for their child through attending three structured conversation meetings per year (see below).

Parents are encouraged to contact the SEND department if they have any concerns they wish to discuss. All contact with parents is recorded. We seek parental permission before the involvement of any outside agencies, arrange meetings between outside agencies and parents and share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The school prospectus / website contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor, Mrs Sarah Evans, takes a special interest in special needs, works closely with the Inclusion Manager and is always willing to talk to parents.

The SEND department runs information sessions to help parents to support their children at home, and to inform them about the interventions and approaches within school.

## **Managing Pupils' needs on the SEND register:**

There is now a single category of SEN on the register: SEN support, which replaces School Action and School Action Plus.

Structured conversations are held for children on the SEND register three times per year in October/November, February/March and June/July. This is a collaborative meeting in which the pupils' views are shared, and parents/carers join together with an appropriate combination of class teachers, support staff and the Inclusion Manager to discuss progress, concerns and new outcomes for the children. In addition to these, the Inclusion Manager invites all parents of pupils with SEND in to school for an informal meeting, at the start of the academic year, to share any pertinent information for the year ahead.

Prior to this meeting the Inclusion Manager will have discussed pupil progress with the Head teacher and class teachers at termly pupil progress meetings. Pupils are

welcome to attend the PCP Meeting if parents feel it is appropriate. If they do not attend, their views are shared – either through a transcript from a conversation, through video or the sharing of their written views. Previous outcomes are reviewed and new outcomes are agreed upon. Parents continue to be welcome to meet with staff at any other times in the year to discuss any concerns they may have or to share new information.

There is a core expectation that the class teacher holds the responsibility for evidencing progress. The structured conversation will follow the Assess, Plan, Do, Review cycle – in which the needs of the pupil are assessed, plans are then set and carried out and reviews are planned for monitoring progress. The time frame for these reviews depends very much on the needs of the child but for the majority of children reviews take place at the three meetings mentioned previously. The Inclusion Manager is responsible for setting review dates, ensuring that any plans are kept up to date and that all parties have copies of any documentation.

Where pupils are identified as having SEND, provision may be made in a variety of ways, such as:

- In class support for a small group with the Class Teacher or Teaching Assistant (TA)
- Small group withdrawal with the class teacher, a TA, the Learning Mentor or Inclusion Manager
- 1:1 support with a TA or the Learning Mentor
- A specific programme of intervention e.g. Fisher Family Trust or Success at Arithmetic
- Provision of alternative learning materials/equipment e.g. coloured overlays, sloped writing desks or concrete resources.
- Access to specialist teaching and support from external agencies e.g. Speech and Language therapists

If additional funding is required, the school need to present their case to the locality of schools and the decision is made by an SEN panel consisting of the locality SEND manager, Inclusion Managers, Educational Psychologists and a member of the MAST team.

### **SECTION 5: Exiting the SEND Register**

Once a child is making satisfactory progress and/or they no longer require support from an outside agency, they can be removed from the SEND register. They are placed on our 'Inclusion Register' and continue to be monitored by the class teacher and the Inclusion Manager at Pupil Progress Meetings until it is felt that they are no longer at risk of becoming a concern.

### **SECTION 6: Supporting Pupils and Families**

Parents can access the Local Authority 'Local Offer' (appendix 1) for information about what the school offers. They can also access the School's SEND Information Report (appendix 2) on the school website and find links to other support agencies.

Parents are supported through termly review meetings and regular contact with the Class Teacher.

Pupils are supported during periods of transition as they move through the school as well as by all members of staff throughout the school day. Pupils with SEND are encouraged to have their say about how they can be best supported and update their Pupil Passport, which shares their views, on a termly basis. This is shared at meetings between teachers and parents/carers.

### **SECTION 7: Supporting Pupils with Medical Conditions**

The 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 children may also have Special Educational Needs (SEN) and may have an 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.

Arrangements are made in school to support pupils with medical conditions as required, including the training of staff. For further information please see the school's policy on managing medical conditions.

### **SECTION 8: Monitoring and Evaluation of SEND**

It is part of the school's practice to regularly and carefully monitor and evaluate the quality of provision we offer the children; the Inclusion Manager, the Senior Leadership Team, SEND Governor and HLTA are all involved in this process. This is an active process, including discussions with staff, sampling of parent views, pupil interviews, regular observations of interventions, work scrutiny, academic research and 'learning walks' around school. This combination of evaluation and monitoring arrangements promotes continual review and improvement of provision for all pupils.

### **SECTION 9: Training and resources**

Currently, the school receives no funding beyond the delegated notional SEN funding (historic banded funding ceased in April 2017). High-needs funding and crisis case funding can be applied for at specific times in the year from the LA. A local solution is being sought, as Sheffield is giving the responsibility for allocating the funding across Localities. This is still a work in progress due to the complexity of the piece of work. The policy will be updated in light of clearer information as soon as it becomes available.

Resource needs and the training needs of staff are identified and planned during discussions with the Senior Leadership Team. All staff are encouraged to undertake training and development in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils. The Inclusion

Manager ensures staff are up to date with current initiatives through staff Professional Development Meetings (PDMs).

The Inclusion Manager attends the Local Authority's network meetings for Inclusion Managers, keeps in regular contact with the Inclusion Manager at Hunter's Bar Infant School and our Secondary feeder Schools and plays an active part in the Locality SEND team in order to keep up to date with Local and National updates in SEND.

## **SECTION 10: Roles and Responsibilities**

The Head teacher and Inclusion Manager are responsible for PPG and LAC funding.

### **The role of the Head Teacher:**

- Ensure that the Inclusion Manager is able to influence strategic decisions about SEND.
- Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to Classroom Teachers and TAs).

### **The role of the SEND Governor:**

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEND budget is appropriately allocated to support pupils with SEND
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice.

### **The role of the Inclusion Manager/ Inclusion Manager:**

The Inclusion Manager's role is a strategic one working with Senior Leadership to review and refresh the SEND policy and then with the classroom/subject teachers to review its practice ensuring every child with SEND gets the personalised support that they need. The role involves:

- Overseeing day-to-day operation of school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with designated teachers where a Looked after Child has SEND.
- Advising on the graduated approach to SEND Support.
- Advising on the use of a delegated budget and other resources.
- Liaising with parents of children with SEND.
- Links with other education settings and outside agencies.
- Liaising with potential next providers of education.
- Ensuring that SEND records are kept up to date.

## **The role of the Class Teacher:**

Classroom and subject teachers are at the heart of the new SEN Support system. They drive the movement around the four stages (assess, plan, do, review) of action with the support guidance of the Inclusion Manager and specialist staff.

They should:

- Focus on outcomes for the child: Be clear about the outcome wanted from any SEND support.

Keep the class tracker up to date (alongside TAs), outlining current provision arrangements and targets for all pupils in their class with additional needs.

- Be responsible for meeting special educational needs; use the Inclusion Manager and inclusion team strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.

- Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help them.

- Carefully monitor the progress of pupils with SEND in their class and make timely adjustments to provision as and when necessary.

- Involve parents and pupils at every stage.

## **The role of the Teaching Assistants:**

Teaching Assistants are part of the whole school approach to SEND working in partnership with the classroom/subject teacher and the Inclusion Manager to deliver pupil progress and narrow gaps in performance. The Inclusion Manager is their line manager and works closely with the HLTA to decide how best to deploy them depending on their level of experience and individual skillsets. The members of staff with responsibility for meeting the medical needs of pupils come from within the TA team.

Their role includes:

- Assisting teachers in carefully monitoring the progress of pupils with SEND and make timely adjustments to provision as and when necessary.
- Provide regular communication with parents both formally and informally.
- Support pupils with SEND, focusing on the achievement of specific outcomes, as part of a package of support for the individual child but never as a substitute for quality first teaching.
- Have high aspirations for every pupil.
- Keep the school provision map up to date.
- Assisting teachers in keeping the class tracker up to date

## **The role of the Learning Mentor**

- Designated Safeguarding Officer
- Attendance and Punctuality
- Managing pupil files and monitoring behaviour systems
- Family liaison and wellbeing
- Improving parental engagement

- Work in partnership with outside agencies such as MAST, CAMHS and Social Care.
- Part of the whole school approach to SEND working in partnership with the class teachers and the Inclusion Manager to deliver pupil progress and narrow gaps in performance.
- Help to remove barriers to learning for children and families

### **SECTION 11: Storing and Managing Information**

Documents are stored in line with the school's Management of Records policy in a secure room. When pupils leave the school, the pupils' records are sent to their new school and no originals are retained, unless they are subject to legal proceedings. The Inclusion Manager provides teachers with up to date documents relating to their current pupils which they keep securely in their classrooms.

### **SECTION 12: Reviewing the Policy**

Given the climate of change, since progressing to the new requirements of SEND for school effectiveness from September 1st 2014, the school will undertake a review of both policy and practice annually.

### **SECTION 13: Accessibility**

Accessibility plans and strategies are in place in line with what is practical within the constraints of our Victorian school building.

The school identifies and removes barriers to learning through observations of pupils and discussions between teachers, the Head teacher and Inclusion Manager, during pupil progress meetings and SEND meetings with the Inclusion Manager.

The school promotes access for all pupils to the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities and school visits.

### **SECTION 14: Dealing with Complaints**

If a parent/carer wishes to complain about the provision for their child, they should, in the first instance, raise it with the Class Teacher followed by the Inclusion Manager. If the issue cannot be resolved, the parent/carer can submit a formal complaint to the Head teacher.

### **SECTION 15: Bullying**

The school endeavours to safeguard the needs of pupils with SEND, promoting independence and building resilience in their learning. In line with the school's Anti-Bullying Policy steps are taken to ensure and mitigate the risk of bullying of vulnerable learners in school. Specific approaches are taken by the school to address the specific needs of pupils.

The school takes proactive steps to promote acceptance of difference and inclusive practice.

## **SECTION 16: Appendices**

For our Local Offer, please visit [www.sheffielddirectory.org.uk](http://www.sheffielddirectory.org.uk)

Please see the school website or contact the school office for copies of any policies mentioned in this document.