HACTON PRIMARY SCHOOL

Special Educational Needs & Disabilities

SEND Policy

Information about SEND at Hacton Primary School

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Special Educational Needs & Disabilities

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

Introduction

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 **Three Principles for Inclusion** that are essential to developing a more inclusive curriculum:

- *Setting suitable learning challenges*- We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- *Responding to pupils' diverse learning needs*- We consider the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approached to teaching and learning.
- *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.

In making provision for pupils with special educational needs and disabilities our policy objectives 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 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 identify the needs of pupils with disabilities and/or special educational needs (SEN) 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 develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the 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 children and young people 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 and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

Roles and Responsibilities

To achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

- **The Governors**

Governors will fulfill their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the school's SEN policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEN governor or committee of governors taking the lead, will be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEN provision and ensure all staff are appropriately trained and qualified.

- **The Headteacher**

The Head Teacher has overall responsibility for the day to day management of SEN Provision and the Accessibility plan. S/he will work closely with the school's SENDCo and will keep the governing body fully informed about the working of this policy, taking into account of the requirements listed by Ofsted in the Handbook for the Inspection of Schools. S/he will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENDCo achieves the statutory requirements for the performance of his/ her duties.

- **The Special Educational Needs Coordinator (SENDCo)**

The SENDCo has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation. The SENDCo will be responsible for: the day to day operation of this policy; coordinating provision for pupils with SEN by working closely with staff, parents/carers and other agencies; providing professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement; collaborating with curriculum coordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

Mrs Fiona Burks is our Special Educational Needs Coordinator (SENDCo). In consultation with the Head Teacher, she is responsible for coordinating the identification of children with special educational needs, liaising with class teachers, support staff, parents and outside agencies where necessary and ensuring that the necessary provision is being made for the children in school.

Mrs Fiona Burks is the Gifted and Talented Coordinator. While recognizing that Gifted and Talented is not included in the SEN Code of Practice 2015, we consider that their needs should be recognised and developed through personalised learning experiences, where appropriate, that have been differentiated to meet the needs of the individual. This is set out in our Gifted and Talented Policy.

- **The Responsible Person**

The school has informed the LA that, when the LA conclude that a pupil at the school requires an Education, Health and Care Plan, they should inform **Mrs Fiona Burks** who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities

All Staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available and updated when necessary.

Admission 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. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN. No pupil can be refused admission solely on the grounds that s/he has SEN 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 required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the SENDCo 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 lift for disabled pupils.

Identification

The school recognises the importance of early identification and the assessment and provision for any children with SEND.

In addition to the initial information listed below, the school will employ further screening where appropriate.

Initial information required:

- Outcomes of school based and standardised assessments.
- Class teacher assessment
- Individual Records
- Parental observations
- Consultation with previous school or teacher.
- Information from outside agencies

Stages of Intervention and Provision

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First Teaching. Pupils falling just below 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 SENDCo 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.

1. An important feature of SEN Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENDCo 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 offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
3. makes little or no progress
4. shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
5. persistent emotional difficulties which continue despite management techniques generally used in the school
6. has significant sensory or physical problems that impact on their ability to learn
7. has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum

8. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.
9. All information about the pupil from within the school, together with any additional information from the parents will be considered.
10. The SENDCo will undertake further assessment of the pupil as appropriate and may useoutside specialists to enhance the provision being made.
11. The SENDCo will facilitate the collection of all available information about the pupil.Information will be collected from;
12. Within the school
13. Progress tracking information
14. Parents/carers and the pupil
15. The class teacher (working with the SENDCo, pupil and parents) will take the lead in planning future support for the pupil, monitoring and reviewing the progress being made by the pupil. This will be recorded in an Individual Education Plan (IEP). N.B. the completion of an IEP will be at the discretion of the SENDCo based on the individual circumstances of the pupil.
16. The pupil's class teacher will be responsible for working with the pupil on a daily basis and for planning and delivering the IEP.
17. All staff will be involved in providing further help to pupils.
18. The IEP will be reviewed termly.
19. The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent IPs will reflect strategies to meet their needs and show a graduated response to those needs
20. A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENDCo in consultationwith teaching staff, parents and pupil.
21. Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.
22. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.
23. A statutory assessment may be sought from the Local authority if the pupil or young person:
    - continues to make little or no progress in specific areas over a long period of time
    - continues working at assessment criteria substantially below that expected of pupils of a similar age
    - continues to have difficulty in developing literacy and numeracy skills
    - has emotional difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having an individualised management programme
    - has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
    - has ongoing communication or relationship difficulties, which impedes social development and acts as a barrier to learning
    - is receiving at least £6000 of support and any pupil premium to which they are entitled

School Request for a Statutory Assessment

The SENDCo will again 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

- involvement of the social services or education welfare services
- 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)

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

1. The Head Teacher/SENDCo will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.
3. Progress will be formally reviewed by holding an annual review meeting.
4. The Head Teacher/SENDCo will seek;

- written advice from parents and professionals
- ascertain the views of the pupil
- convene the review meeting
- prepare a review report for the LA
- Those to be invited at least two weeks before the meeting are;
- the pupil's parent/carer
- relevant teacher/s and TA/s
- representative of the LA
- the pupil
- where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer the current and receiving SENDCo

The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Years Five and Six

The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan if required. The Plan once amended will be used to inform the consultation for secondary schools in the following Autumn Term. Following this review planning for the transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENDCo or their representative from the receiving secondary review will be invited. This must be a person centred review and a one page profile written to go with the pupil to secondary school.

Confidentiality

In view of the sensitive nature of the information contained within the IEP, copies should only be given to parents, filed in the SEN Class files kept by the class teacher in classroom and a copy kept by the SENDCo with the pupils' records.

Resources

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The annual report to parents will include this information. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEN support required by a young person.

Inclusion

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEN to be an integral part of our school community.
Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

1) They will benefit from some intensive individual work on a cross curricular skill
2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

Involving pupils and parents/carers

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of pupils with SEN and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

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.

Parent Partnership Services

The LA has made arrangements to provide impartial information and advice on SEN matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website www.havering.gov.uk/pips. Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering, this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from the Parent Partnership Service.

Nursery to Reception Transfers

Alongside home visits carried out by EYFS staff, if the previous educational setting feels that that the child has a special educational need, it is their responsibility to contact the SENDCo to arrange a Person Centred Review meeting which the SENDCo and receiving teacher will attend.

Primary to Secondary Transfers

All children have detailed records, which are passed on to the receiving secondary school. The needs of children with SEND are discussed on an individual basis with the receiving SENDCo prior to transfer. In some cases, for the most vulnerable children, a person centred review will be organised by the SENDCo and will include representation from the current school, receiving school, parents and the local authority.

Leaving School

When a pupil leaves the school, the SENDCo will forward relevant information about the pupil's needs to the next placement. We maintain good links with the schools, who receive our pupils and with the Independent Participation Advisor. This is particularly so in respect of pupils with SEN or disabilities.

Working with outside agencies

The Head Teacher and SENDCo will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staff have relevant training and there are procedures in place to support pupils.

Complaints

Our School Prospectus contains the following passage:

"If you have any complaint about the special educational provision we make for your pupil please speak to the Head Teacher or to a member of the governing body. If you speak to a governor s/he will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and will contact you within 5 school days. If s/he has not resolved the matter to your satisfaction it will be referred to the **governing body** who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting."

Professional Development

The SENDCo attends regular meetings and training run by the local authority or outside agencies. The SENDCo offers training and updates for teaching and support staff at least once termly. All staff are entitled to attend SEND courses appropriate to their needs.

Monitoring and Evaluation

Provision for SEND is monitored on a regular basis in consultation with all staff. This includes discussion regarding IEPs, teaching support and feedback from class teachers and phase leaders. Through termly reports written by the SENDCo, the Governors are able to monitor SEN provision and ensure that it remains an integral part of the school development plan.

SEN Information Report

The school will publish an annual report on SEN on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at www.havering.gov.uk/directory

Review of policy

All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed and updated every three years.

Date of review: July 2025

Date of next review: July 2026