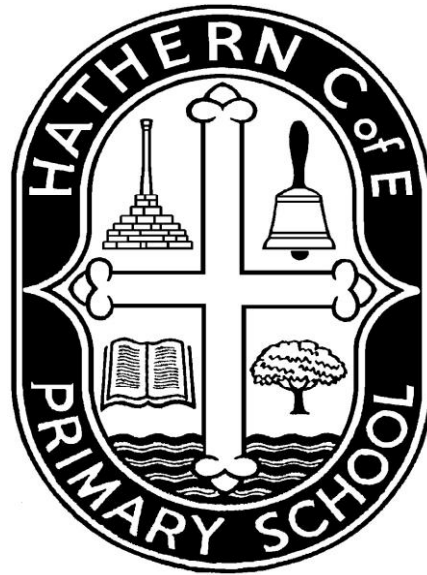


Hathern Church of England
Primary School



**Special Educational Needs
and Disabilities (SEND) Policy**

At Hathern Church of England Primary School, we believe in

‘Learning and Caring Together’

Section 1: Special Educational Needs and Disabilities (SEND) Policy

This document was reviewed/ revised on November 2023.

It was ratified by the Governors in conjunction with the Headteacher and the SENDCo and is reviewed and revised at least annually.

Special Educational Needs and Disabilities Coordinator (SENDCo) Details

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Section 2: Aims and Objectives of our SEND Policy

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 2014*.

Our aims are:

- To provide children with high quality first teaching through regular training and staff CPD (Continuing Professional Development) sessions.
- To have high expectations that each child will reach their potential in all aspects of school life.
- To develop independent learners who can transfer these skills to future life.
- To educate pupils with Special Educational Needs or Disabilities (SEND), wherever possible, alongside peers in the classroom.
- To assess pupil data regularly to highlight and monitor any areas or children with gaps in knowledge.
- To provide appropriate support where it is needed (effective assessment and provision will be secured in partnership with parents/carers, children and external agencies).

Objectives:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Progress will be monitored, with class teachers, half termly and alongside pupil progress meetings. Targets for pupils with SEND will reflect the outcomes of these meetings

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENDCo, Headteacher and Assistant Headteachers and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. CPD will be provided where necessary to enable staff to be able to enable pupils to overcome the barriers to learning.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher/SENDCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. Pupil voice.

Section 3: SEND Identification Process

What are Special Educational Needs AND Disabilities (SEND)?

A child or young person has Special Educational Needs and/or a Disability (SEND) 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 or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision will be matched to the child's identified Special Educational Need and/or Disability

The term 'Special Educational Needs,' refers to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

Hathern Church of England School aims to provide support for all children, sometimes with the help of specialists. If your child has Special Educational Needs and/or Disabilities, they may need extra help in a range of areas, for example:

- Reading, writing, number work or understanding information.
- Expressing themselves or understanding what others are saying.
- Making friends or relating to adults.
- Personal organisation.
- Some kind of sensory or physical needs which may affect them in school.

The Code of Practice (2014) sets out needs in four different areas:

<p style="text-align: center;">Communication and Interaction</p> <p>May have speech sounds difficulties</p> <p>May find it difficult to communicate with others</p> <p>May have difficulty understanding others</p> <p>May have an Autism Spectrum Disorder (ASD)</p>	<p style="text-align: center;">Sensory and/or physical needs which may include</p> <p>A visual impairment (VI)</p> <p>A hearing impairment (HI)</p> <p>A multi-sensory impairment (MSI)</p> <p>A physical disability (PD)</p>
<p style="text-align: center;">Social, emotional and mental health difficulties</p> <p>May show emotional difficulties such as withdrawn or challenging behaviour</p> <p>May have disorders, such as, Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder</p>	<p style="text-align: center;">Cognition and Learning</p> <p>May learn at a slower pace than others of the same age</p> <p>May have a Specific Learning Difficulty (SpLD), such as Dyslexia, Dyspraxia or Dyscalculia</p>

Who is involved in identifying Special Educational Needs and Disabilities?

Parents have a vital role to play in their child’s education. They know their child well and are often in a position to alert the class teacher to any possible concerns.

The class teacher will keep records of progress and be able to identify areas of difficulty, including SEND.

Adults who support in the classroom pass any observations and concerns to the class teacher. Parents and teachers may approach the Special Educational Needs Coordinator (SENDCo) for advice and support.

The SENDCo may carry out assessments to help set appropriate targets.

External agencies may also be included:

- Speech and Language Therapy Services.
- Specialist Teaching Service.
- Health Services.
- Educational Psychology Service.
- Special school outreach service.

How are Special Educational Needs and/or Disabilities identified?

At Hathern Church of England School we care about every child's well-being and progress. Class Teachers ensure through Quality First Teaching (QFT), that each child is given every opportunity to progress. Where concerns arise, additional information is sought by:

- Talking with parents.
- Referring to records from previous settings/schools.
- Requesting information from appropriate external agencies.
- Analysing data (tracking progress over time).
- Monitoring changes in children's behaviour and presentation.

What is not considered as SEND according to the Code of Practice?

- Disabilities that do not affect learning.
- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL).

Section 4: A Graduated Approach to SEND Support

Quality First Teaching

Every Teacher and Teaching assistant has the highest possible expectations for children in their class and all teaching is based on building on what the children already know, can do and understand. All Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. If any member of staff working with a child identifies that they have difficulties in particular areas that they find it harder than their peers to gain skills or knowledge or that they are not making the progress that is expected, they will bring this to the attention initially of the Class Teacher.

Quality First Teaching, scaffolded for individual pupils is the first step in responding to pupils who have been identified as having gaps in their understanding/learning.

School uses a variety of monitoring methods to promote and ensure Quality First Teaching:

- Lesson observations.
- Work scrutiny.
- Skills audits.
- Moderation.
- Pupil progress meetings.

Graduated Approach



Initial teacher or parent concern



Children's SEND provision can be reduced if progress is sustained, without needing specialist support or specific interventions. Provision and progress are reviewed regularly.

Section 5: Managing Pupils Needs on the SEND register

Quality First Teaching tells us that all children benefit from a classroom where a teacher is continually using assessment strategies that are used for future planning and delivery of learning. Therefore, progress for all children is continually monitored against the National Curriculum.

In our inclusive school, all children are valued and their voices are listened to; this is true for all children whether they are on the SEND register or not. At Hathern Church of England School, all children are assessed formally on a termly basis. After the formal collection of data, Pupil Progress Meetings take place where children who are not making expected progress will be identified and a decision will be made about additional support. All children who need support should receive it regardless of a label or diagnosis. Progress will be regularly reviewed and if, despite Quality First Teaching with reasonable adjustments to accommodate learning differences, there continue to be concerns, additional support may be necessary. It is the Class Teacher's duty to provide appropriate intervention and keep evidence of progress against the agreed target. This becomes part of the next Pupil Progress meeting.

The class teacher will make decisions regarding the type of intervention needed but advice can be sought from the SENDCo and Headteacher regarding resources including staff.

The level of provision will depend upon a number of factors including their progress in other areas, their attitude to learning, what the Class Teacher considers to be their need and will focus upon a key area to develop their learning. Your child may work in a small group with other children with similar needs or individually. Every effort is made to timetable this effectively so that children are not missing substantial amounts of time from core subjects.

If progress has not been made despite appropriate intervention, other agencies may be contacted to provide support and advice to both the school and parents. The SENDCo will support the Class Teacher in collecting the appropriate evidence needed in order to make a referral. The evidence needed will vary depending upon the service required. The SENDCo holds a central file of these forms. Support may come from a number of providers including:

- Local Authority services such as Autism Outreach or Specialist Teaching Service
- Educational Psychologist, Occupational Therapist, Physiotherapist
- Outside agencies such as the Speech and Language Therapy (SALT) Service
- Inclusion Support from Ashmount School/Oakfield

It is the Class Teacher's responsibility to act upon the advice from outside agencies and to show this in their planning/ provision. It is the SENDCo's responsibility to ensure that this is happening. Where these services are paid for out of the school budget, sometimes decisions have to be made to prioritise spending. SENDCo, Class Teachers and members of the Senior Management Team will hold a meeting to discuss children who they feel have a stronger need for this support and make a decision with an awareness of the criteria used by the services being accessed.

Parents will have been consulted at all points in this process; working collaboratively with the child at the centre will ensure the best outcome. Therefore, if a child is receiving any form of intervention, parents will have been notified and the intervention explained. Should it be decided that other services are required, parents and teachers will work in partnership to complete the paperwork, be notified of when the services are coming in to work with the child and some form of feedback will be given.

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

What is an Education, Health and Care Plans (EHCP)?

Following Statutory Assessment, an EHCP will be provided by Leicestershire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Section 6: Criteria for exiting the SEND Register

Depending on why the student was placed on the SEND register initially, the following criteria are used to assess the appropriateness of on-going support:

- Concerns identified are no longer evident.
- Since baseline assessments, children have made progress and their attainment is closer to Age Related Expectations.
- Standardised Scores for Reading, Spelling and Comprehension rise to pre-set target levels.
- The difference of attainment between Maths and English or Reading and Spelling (or other relevant measures) are less than previously.
- A student's disability no longer hinders their progress academically, socially and/or developmentally.

However, all of this is looked at in the context of the child and a holistic approach to assessing a child's needs is paramount. All of this is done through the Graduated Approach and in consultation with students, parents and relevant professionals.

If a child is removed from the SEND register, there are whole school processes which continue to monitor their attainment and progress. These are overseen by Class Teachers, Curriculum Leaders, the SENDCo and the Headteacher.

Section 7: Supporting Children and Families

How will parents know how their child is doing?

Your child's education is a partnership between parents and teachers and we encourage regular communication between home and school.

Attainments towards the identified outcomes will be shared with parents termly during reviews but also through the school reporting system and Parents' Evenings.

If a child has complex needs, they may have an Education, Health and Care plan (EHCP). Parents/carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents are encouraged to arrange an appointment to discuss their child's progress with the Class teacher, the SENDCo, a member of the senior leadership team at any time when they feel

concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you.

How will parents be helped to support their child's learning?

The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.

Where external agencies are involved, they may be able to suggest advice and strategies which can be used at school or at home.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition, for entry these include:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school may include;

- A number of opportunities for pupils and parents to meet staff in the new school.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

Support services for parents of pupils with SEND include:

Information on where the Local Authority's Local Offer can be found at:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Information on the school SEN Local Offer can be found on the school website.

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

Section 8: Supporting Pupils at School with medical conditions

Hathern Church of England Primary 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 (SEND) and may have a statement, EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please see the school's medicines policy.

Section 9: Monitoring and evaluation of SEND

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child to give us an accurate picture of the child's needs. This usually includes the child, teachers, parents/ carers and any outside agencies.

- **Sen Support**

An ILP (Individual Learning Plan) will be set up to target the individual needs of a specific pupil. Children with an ILP will receive individualised support by either the class teacher,

dedicated LSA or SENDCo. The ILP will be reviewed at the end of the stated period by the child's Class Teacher and LSA. From this, a new ILP will be written in conjunction with parents, staff and the pupil. ILPs will be reviewed termly with parents in school.

In school, written records will be used as a working document (i.e. the 'Small steps trackers') to closely monitor the effectiveness of targeted intervention and progress made by the individual pupil.

During termly pupil progress meetings, teachers will discuss the progress of children identified as SEND with the Headteacher and/ or SENDCo.

- **Statemented children or children with an EHCP**

Children with a statement/ EHCP will have an annual review in which parents, Teachers and other agencies (including health and social care professionals) will be invited to attend to discuss and review the progress of the named child, set new targets and amend the statement where necessary.

Evaluation of provision

At the start of a school year, provision for each child will be carefully mapped to enable individual needs to be met. Intervention programs/ groups will be evaluated through termly and annual reviews of data to help ensure provision is effective and impacting positively on children's progress. This is completed by the SMT alongside the Headteacher.

Governors

The school will appoint a Governor responsible for SEND.

Governors are responsible for making sure the necessary support is made for any child who attends the school who has SEND. The Headteacher will ensure the Governing Body are kept up to date about any issues in school relating to SEND.

The SEN Governor will have regard to the code of practice when carrying out their duties, liaising with the Headteacher, SENDCo and staff. The SENDCo and the SEN Governor meet once a term to discuss progress and provision.

The SEN Governor is Miss Sophie Candlin

Section 10: Training and Resources

Hathern Church of England School receives an additional amount of money to help make special educational provision meet children's SEND. This is called the "notional SEND budget." The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. If a student with SEND needs more than £6,000 worth of special educational provision, the local authority can be asked to provide top up funding.

Some students with an EHCP will be allocated a personal budget. A SEND personal budget is a sum of money made available by the Local Authority because it will not be possible to meet the child or young person's learning needs from the high needs funding made available to schools. It can be used to arrange and pay for some of the support agreed in the child or young person's Education, Health and Care Plan. The amount that is allocated depends on the needs and outcomes identified in the plan, and can alter as they change.

Skills audits are carried out at the beginning of each academic year, allowing training needs to be identified. A rolling programme of training can then be delivered. As part of the induction programme for new staff, all meet with the SENDCo to explain the structures and systems in place around the school's SEND provision and practice and to discuss the needs of individual students.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Our school operates the following training programmes:

- SENDCo and/or Learning Support Staff attend training and disseminate to the rest of the school.
- SENDCo attends SENDCoNet meetings to be updated on important national and local initiatives and to provide an opportunity for SENCOS to share good practice.
- The senior management team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.
- Training for all staff within our local cluster school group.

Section 11: Responsibility for the Coordination of SEND Provision

- The Headteacher is responsible for overseeing the provision for students with SEND
- The SENDCo coordinates the day to day provision of education for students with SEND

Section 12: Storing and managing information

Provision Maps / ILPS / Pupil Profiles are working documents therefore teachers need regular access to this SEND information.

This information is stored in a location where other children cannot access it but that other adults employed by the school and deployed to work with the identified children can access this information easily.

More detailed and personal documents are held by the SENDCo in a secure location. When a child transfers to a new school, it is important that the information is passed on. The administration staff are responsible for ensuring that this is done in a secure way and should seek a receipt from the new school.

Parents are entitled to view their own child's documents. All information must be kept confidential between all parties involved.

Please see the school's policy on Information management.

Section 13: Reviewing the SEN Policy

The SENDCo will review the SEND policy annually to ensure it complies with all current legislation and guidelines set by the Government. The reviewed policy will then be passed to Governors for discussion and approval.

Section 14: Accessibility

When a student starts our school, any concerns around their ability to access the site, educational provision or learning are discussed with the student, their parents, teachers and other relevant professionals. Facilities currently in place are:

- The main building is fully accessible through the main entrance off the car park.
- The school although on split sites is all on one storey.
- The dining room is fully accessible.
- We have an accessible toilet on both sites.
- There is a designated parking space in the car park outside reception.

All children, if needed, can have access to a variety of resources such as pen/pencil grips, coloured overlays, highlighters and visual prompts on desks and classroom walls. Additional aids such as writing slopes and spellcheckers are available as necessary. Alternative forms of recording are encouraged such as mind maps, oral presentations and ICT.

Students are encouraged to access the wider life of the school community. Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a risk assessment suggests that additional support is required then arrangements can be made for a TA, parent or carer to accompany the child in addition to the usual school staff. Individual needs can be discussed with the child's Class Teacher/ SENDCo or Headteacher.

If needed, we ask various outside agencies to help with assessing the needs of students to ensure they are able to access the school and learning to the best of their ability. Advice from Occupational Therapists, Physiotherapists, and Health and Safety personnel at County Hall alongside the Specialist Teaching Service is sought to enable this to happen.