



***At Hoyle Court Primary School every child is considered an individual and we believe that every pupil with additional needs, special educational needs and/or a disability has an entitlement to fulfil their maximum potential.***

POLICY TITLE:

Special Educational Needs and Disability (SEND) Policy

COMPILED BY:

Laura Wilson, SENCO

DATE APPROVED:

October 2023

DATE TO BE REVIEWED:

October 2024

This policy complies with the statutory requirements laid out in the SEND (Special Educational Needs and Disabilities) Code of Practice 0-25 (September 2014) 3.65 and has been written in reference to the following documents.

- Equality Act 2010: advice for schools Dfe Feb 2013 (updated June 2018)
- SEND Code of Practice 0 – 25 (September 2014, revised 2015) (Updated 2020)
- Schools SEND Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEND Information Report)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014 (updated August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 (updated December 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### **Mission statement**

At Hoyle Court Primary School, we are proud to be an inclusive school, with the children at the heart of everything we do. We provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We believe that every pupil with additional needs, special educational needs and/or a disability has an entitlement to fulfil their maximum potential. We inspire and motivate all of our children ensuring they are safe, happy and believe they can succeed. This is achieved through our broad, balanced and creative curriculum as well as the additional enrichment activities that are provided to all our children.

### **Aims**

- To ensure that all children's needs are met through the culture, agreed practices and procedures, management and deployment of school resources.
- To create an environment that meets the needs of each child.
- To facilitate early identification, assessment and provision for all pupils with special educational needs.
- To enable every child to experience success and reach their full potential.
- To ensure that all pupils are in receipt of a broad and balanced curriculum which is well differentiated and personalised.
- To encourage parents/carers and professionals to work in partnership with the needs of the child at the centre of all discussions.

### **Rationale**

We believe training, funding and support should be available to enable the inclusion of children with Special Educational Needs. Hoyle Court Primary School has an intrinsic understanding that pupils with SEND are the shared responsibility of **all** the staff and the children as well as the Governing Body and Head teacher.

***'... All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.'* (Children and Families Act 2014).**

Hoyle Court Primary School recognises that the identification of provision for children with Special Educational Needs and Disabilities is the responsibility of all teachers. Teachers ensure that Quality First Teaching (QFT) is embedded within daily practice ensuring that children are challenged, included and stimulated.

**Definition of SEND taken from section 20 of the Children and Families Act 2014.**

*A child or young person has SEND if they have a learning difficulty or disability which calls for special educational*

*provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

*a) have a significantly greater difficulty in learning than the majority of others of the same age; or*

*b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.*

**Identifying Special Educational Needs**

Early identification of children with Special Educational needs is vital. A child may be as identified as potentially having Special Educational Needs by a range of professionals or parent. Children are placed on the register if they fall within the Bradford Matrix of Need.

[https://bso.bradford.gov.uk/userfiles/file/EPT/Bradford%20Matrix%20of%20Need%20v2\\_2%20RD260421.pdf](https://bso.bradford.gov.uk/userfiles/file/EPT/Bradford%20Matrix%20of%20Need%20v2_2%20RD260421.pdf) (See Appendix 1)

Children's needs fall into at least one of the four defined area of needs. Many children will not fit exclusively into the four defined categories. The purpose of identification of a specific need is to work out what action the school needs to take, not to fit a pupil into a category.

**I. Communication and Interaction**

- Children and young people who have speech, language and communication difficulties, which can make it difficult for them to: Make sense of language and/or understand how to communicate effectively or appropriately with others. This may include speech impairments or disorders, ASC or other underlying neurological conditions.
- Children whose difficulties are solely due to home language differing from the language in which they are taught are not identified as having SEND.

**II. Cognition and Learning**

- Children and young people who: learn at a slower pace than others of their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and weak memory skills, or have a specific learning difficulty.

**III. Social, Emotional and Mental Health**

- Children and young people who may appear isolated and withdrawn, have difficulty in managing their relationships with other people, behave in ways which hinder either their own or other's learning, have experienced that have impacted on their general health and wellbeing. This can also include recognised underlying needs such as ADHD, attachment disorder and anxiety disorders.

#### IV. Sensory and/or physical needs

- Children and young people who have visual and/or hearing impairment. Children and young people who have a physical need which means they require additional ongoing support and resources.

Where a parent or carer has concerns about their child with regard to SEND, they should in the first instance pass on their concern to the class teacher. This will then be passed onto the SENDCo. A meeting will be arranged to discuss the concerns in more detail and talk through what can be done to help and support the child and family

#### **A graduated approach to SEND support**



- Every teacher closely tracks the additional provision for their children. The SENCO takes responsibility for monitoring the success of provision maps. Provision maps are used consistently and effectively throughout school.
- All teachers keep a SEND file for their class. This file will contain all key documents in relation to any child with an additional need. The SENCO keeps all personal files and information for every child with SEND in a locked, secure room.
- Children are assessed half termly through teacher's judgements to ensure they are making the expected level of progress.
- As a school, we use the graduated approach to interventions as outlined below:

#### **Assess**

The teacher, with support from the SENCO, carries out an analysis of the child's needs drawing on teacher assessment, previous progress and attainment as well as any views or concerns from parents.

#### **Plan**

The teacher and the SENCO, in discussion with the parents, outline any adjustments and interventions to the curriculum as well as the expected impact on progress. From the information gathered in the assessment phase, interventions to meet the child's needs are written on a provision map. Targets are set on an Additional Action Plan or IEP (for children with an EHCP)

#### **Do**

The class teacher will remain responsible for working with the child on a daily basis. Interventions are carried out by teaching staff as well as small group and 1-1 interventions with support staff. The class teacher is responsible for the implementation and monitoring of the interventions and the analysis of the impact of the interventions. External professionals may be involved to assist in certain interventions.

#### **Review**

At least each term, provision maps and interventions are reviewed and the impact of the intervention monitored. In discussions with the class teacher and SENCo, it is then decided what support that child will need next.

### Quality first teaching

The class teacher is responsible for planning differentiated, engaging lessons and provision which meet the needs of all pupils. The teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may have SEND. This 'quality-first teaching' approach is continually monitored by the individual subject leaders and the leadership team of the school, through lesson observation, planning and book scrutiny, and also termly pupil progress reviews, in which the Senior Leadership Team meets with each member of staff to regularly and carefully review the progress made by each pupil, and the quality of teaching provided for all pupils. This ensures we can identify early any pupil who may be at risk of underachievement and / or social exclusion. The SENCo also provides termly SEND reviews with each class teacher. The review discusses every child in class and provides support and an overview of the needs that may be presenting. It is an opportunity to ensure that no child is left behind and that a holistic approach is consistently taken to meeting the needs of all children. These termly reviews link to an additional action plan or IEP and ensures that the review process for SEND children is rigorous and tracked.

### Bradford Matrix of Need

- Below Age Related Expectations

If a child continues to perform at below age-related expectations despite the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress. An additional action plan is written by the class teacher for the child. This sets out the learning or behavioural targets (usually up to 3/4) that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language. This will also be shared with parents. Progress towards each target is discussed at termly meetings with parents, or by request at other times through discussions with the class teacher or SENCO. At below age-related expectation, the SENCO may seek external advice through Educational Psychology or specialist teaching hubs provided by the Local Authority.

- SEND Support

If a child continues to not make adequate progress at SEND Support, the SENCO will ask for additional support from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the School Nurse and specialist teachers from the Social, Communication, Interaction and Learning (SCIL) Team. With their help, strategies which are **additional to or different from** those identified as below age related expectations, will form the basis of future Additional Action plans. At SEND Support, parents play a particularly important role. Their permission is essential when asking for specialist help or applying for further SEND funding. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCO.

At the Additional Action review decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
  - b) to continue with the existing level of help with new targets being set.
  - c) to increase the level of intervention if there has been little progress.
- Request for EHCP (Education Health Care Plan)

A referral for an EHCP will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The application for an EHCP will combine information from a variety of sources including but not limited to: Parents, Teachers, SENCO, Social Care and 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 panel of professionals from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

- Education Health Care Plan (EHCP)

*"The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood."* (SEND Code of Practice, 2015).

An EHCP is a legally binding document which sets out the provision the child **must** receive to meet their needs. The LA (Local Authority) provides the school with additional funds to cover the costs of this provision. This is used for LSA support and/or specialist teaching and equipment. IEPs are used to set targets each term based on the yearly targets as outlined in the EHCP. Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in the Foundation Stage class. The same procedures of making provision, target setting and reviewing are put into place as soon as the child starts school. These children must also have a Care Plan and, if appropriate a Moving and Handling Plan drawn up by the school and specialists either from the LA or the medical services.

Education Health Care Plans are reviewed formally on an annual basis where all parties involved discuss the plan and make necessary amendments.

### **Links and Partnerships with external agencies**

The school works in close partnership with a variety of organisations such as:

- Our specialist link teacher from the Social, Communication, Interaction and Learning (SCIL) Team is linked directly with our school. She provides staff training, 1-1 support and resources to help identify individual needs as well as ensure the correct provision is in place within school. Regular meetings are scheduled in each term.

- Educational Psychology Team
- The Emotional Educational Wellbeing practitioners (Part of the Educational Psychology Team)
- Medical services, including CAMHS
- Children's Services, especially for Looked After children
- Speech and Language therapists
- Physiotherapists
- Occupational therapists

If at any point we feel we need to access a more specialist service, we will always hold a meeting with parents to discuss the referral and gain consent.

### **Parent Partnerships**

Good communication is vital between home and school. If a parent is concerned about their child's progress, they can speak to their child's class teacher or SENCO so that their concerns can be addressed and additional actions put in place. Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents are invited into school to discuss the needs of their child who have an Additional Action Plan or an Individualised Education Plan (IEP). During these meetings, current targets are reviewed and new targets are set. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help the children to overcome their difficulties. We hold Additional Action Plan/Individualised Education Plan Review meetings at the end of each term with teacher and parents. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child. An open-door policy applies to all our parents and staff are always willing to listen and address any concerns. Parents are encouraged to engage with support services such as Barnardos SENDIASS or local support groups

### **Roles and responsibilities**

#### **Headteacher**

The Headteacher is responsible for:

- ensuring that staff, resources and actions are in place to meet the need of every child within our school.
- Ensuring that the governing body is involved with Special Educational needs within the school, supported by the SENCo.

#### **SENCo**

The SENCo is responsible for:

- Overseeing the day to day operation of the school's SEND policy.
- Writing and reviewing the school's policy for SEND.
- Writing the SEND Information report on a yearly basis
- Coordinating the provision of SEND across the school

- Liaising with outside agencies regarding the needs of children with SEND.
- Updating the SEND register
- Liaising with parents of children with SEND
- Ensuring staff have appropriate and up to date training regarding SEND.
- Working closely with the named governor for SEND

### **Class teacher**

The class teacher is responsible for:

- Monitoring the progress of all children and identify the next steps to learning.
- Be aware of the school's procedures for identification and assessment o SEND
- Providing Quality First Teaching to adapt and meet the individual needs of **all** children.
- Developing termly provision maps to address any additional support that may be needed.
- Raising any concerns with the SENCo.
- Writing additional action plans and IEP's
- Fulfilling their role in line with Section 6 of the SEND Code of Practice, 2015.
- Ensure they are following the school's SEND policy and are aware of the SEND information report.
- Support LSA's in understanding the specific needs within the class and making sure they are aware of individual targets.
- Setting aspirational targets for children with SEND
- Developing effective relationships and lines of communication with parents.
- Work with the SENCO to identify their own training needs.

### **Teaching Assistants**

- Provide relevant support to identified pupils under the guidance of the teacher
- Deliver and record the impact of interventions. Liaise closely with class teachers about their impact
- Have a good understanding of the needs they are supporting
- Know what the targets are in individual plans for the children they will be supporting.

### **Governor for SEND**

The governing body, in consultation with the headteacher, determines the school's policy and approach to provision for pupils with Special Educational Needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The governor for SEND is responsible for:

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

### **Considering complaints**

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCO and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND. The school's complaint procedure is outlined on the school website.



**Date of Policy - July 2023**

**SENCO – Laura Wilson**

**Head Teacher –Claire Thirkill**

**SEN Governor – Val Sherred**