



Hilderthorpe
PRIMARY SCHOOL
Aiming High ~ Reaching Higher

SEND POLICY

Policy Reviewed: June 2024

Approved by Governors: July 2024

Policy Review Date: June 2025

SEND POLICY

Date	Review Date	Coordinator	Nominated Governor
June 2024		Julie Hoggarth/ Jemma Wood	Heather Hood

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Introduction

Children are considered to have special educational needs if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

There are 4 primary areas of special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental & Emotional Health
- Sensory and/or Physical development

1. Aims

Our SEN policy and information report aims to:

At Hilderthorpe primary School we believe that every teacher is a teacher of every child or young person including those with SEN.

We believe we provide high quality teaching that is differentiated, scaffolded (temporary support that allows children to reach a higher level) and personalised and that meets the needs of children and young people. We have high ambitions, set challenging targets, and track the progress of all pupils.

At Hilderthorpe Primary school our aim is to raise the aspirations of and expectations for all pupils with SEN, our school provides a focus on outcomes for children and young people and not just hours of provision/support.

OBJECTIVES

1. To identify as early as possible and to provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a whole school approach to the management and provision of support for special educational needs that takes into account all a pupil's needs (assess, plan do review model)
4. To provide an appropriately qualified and experienced Special Educational Needs Coordinator (SENCO) who will ensure that the SEN Policy is put into practice.
5. To provide support and advice for all staff working with special educational needs pupils.
6. To work in partnership with parent and young person.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.
- It will be approved by the governing board.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Jemma Wood

They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Keeping parents informed of a child's progress, how they are being supported and how their child can be helped at home.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

6. A Graduated, Whole School Approach to SEN Support

At Hilderthorpe Primary School we adopt a 'high quality first teaching' approach.

The key characteristics of high quality first teaching are:

- High focussed lessons with clear objectives and explicit instruction
- High demand of pupil involvement and engagement with their learning using differentiation and/ or scaffolding
- High levels of interaction of all pupils, using a range of active learning strategies such as metacognition (child's ability to be aware of what they are thinking about and choosing a helpful thought process) and cognitive strategies (repetition, organising new language, summarising meaning, guessing meaning from context, using imagery for memorisation.)
- High expectations of all pupils, including those with SEND
- Appropriate use of teacher questioning, modelling and explanation
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both in flexible pairing and grouping
- Regular use of encouragement and praise to engage and motivate pupils
- Use of technology

High quality first teaching, differentiated or scaffolded for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for the lack of high quality teaching.

At Hilderthorpe Primary School, the class teachers, supported by the senior leadership team, regularly assesses the progress of all pupils. These assessments seek to identify pupils making less than expected progress given their age and individual circumstances. Less than expected progress can be characterised as:

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

Any child making less than expected progress will be raised as a 'cause for concern'. They will be closely monitored by their class teacher to gauge their level of learning and possible difficulties or barriers to learning. The class teacher will provide differentiated learning opportunities targeted to support areas of weakness. The class teacher will consult with the SENCo as and when needed for support and advice. If a class teacher has concerns about the rate of progress a child is making they will share these concerns with parents. Parents will be encouraged to share their valuable information about the child and any difficulties they are observing at home. Where progress continues to be less than expected the class teacher, working with the SENCo will assess whether the child has SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not be automatically placed on the SEND register. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For some children, SEN can be identified at an early age. However, for others difficulties become evident only as they develop. All those working with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their child best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by the children themselves.

Careful consideration of all information available will be used to determine if a child has SEN. When a child is identified as having SEN, the parents will be formally advised of this and the child's name will be added to the SEND register. The aim of formally identifying a pupil with SEN is to help school to ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. These are written in a support plan.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with the teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Further support, advice or assessment can be sought from the SENCo.

Review

Reviews of a child's progress will be made each term. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupil and the parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development, making necessary amendments going forward, in consultation with parents and pupils.

Referral for an Education, Health & Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school. This will occur where the complexity of need or a lack of clarity around 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 Educational, Health and Care Plan will combine information from a variety of sources, these may include:

- Parents
- Teachers
- SENCo
- Educational Psychology
- Social Care
- Health Professionals
- Speech and Language Therapists

Criteria for exiting the SEND register

If it is felt that a child is making progress which is sustainable then they may be removed from the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents will be taken into account, as well as the views of any other professionals involved with that child. If it is agreed by those involved then the children will be taken off the register, but their progress will continue to be monitored by termly data collection and through pupil progress meeting

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENCo provides training to both teachers and support staff. The SENCo regularly attends the LA SEND forums in order to keep up to date with local and national updates in SEND. The SENCo also attends SEND cluster meetings to share good practice and discuss SEND systems and procedures.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy (including anti-bullying)
- Complaints procedure
- Confidentiality policy
- Data protection policy
- Inclusion, equality & diversity policy
- Physical intervention & restraint policy
- Safeguarding policy