

HURST GREEN PRIMARY SCHOOL



Special Educational Needs and Disabilities (SEND) Policy

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	√		
Teachers	√		
Teaching Assistants	√		
Administrative Staff	√		
Lunchtime Supervisors		√	
Site Manager		√	
Cleaners		√	
Governors	√		
Parents	√		
Website	√		
Local Authority		√	

Responsibility of	School Improvement Committee To be approved by Full Governors
Review frequency	Annually
Previous version agreed	16 October 2017; 21 October 2019; 2 November 2020
This version agreed	18 October 2021
Next review date	Autumn term 2022
Statutory policy	Yes

Special Educational Needs and Disabilities (SEND) Policy

Key people:

Head Teacher: Mrs. V. Kelly

SENCO: Mrs. C. Mauchline (National Award for SENCO)

School Governor with SEND responsibility: Mrs. G. Withers

Designated Teacher with Specific Safeguarding Responsibility: Mrs. C. Mauchline

Designated teacher for Looked after Children: Mrs. C. Mauchline

All teaching and support staff

Aims

At Hurst Green Primary School, we recognise that every child is an individual with particular educational needs and abilities. We aim to identify and break down any barriers to learning in order that every child is able to access the curriculum and to fulfil their potential.

Objectives

- The culture, practice, management and deployment of resources are designed to ensure all children's needs are met
- All staff will work together to ensure that any child's SEN are assessed and identified early
- All staff will employ good practice in reaching all these objectives
- All staff will take into account the views and the wishes of the child
- All professionals and parents will work in partnership and account will be taken of parents' views
- Progress and provision is monitored and reviewed regularly
- Co-operation between all agencies is essential
- Target sheets for children are accessible by all staff and reviewed regularly
- Education, Health and Care plans (EHCP) are clear & detailed, specify monitoring arrangements and are reviewed annually

Definitions of Special Educational Needs

Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school

SEND Code of Practice (2015) states:

A child or young person has special educational needs if she or he has a learning or difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ...'**a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities**' This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Children with SEND may have needs in one or more of the following areas:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

A Graduated Approach to SEN support

Quality First teaching

At Hurst Green Primary School all members of staff deliver high quality teaching that is differentiated and personalised to meet the individual needs of children. If any child is not making progress they will be more closely monitored by staff and Senior Leadership team in order to ascertain their level of learning and difficulties.

Identification, assessment and review

A continuous cycle of planning, teaching, assessment and review for all pupils takes into account the wide range of abilities, aptitudes and interests of all children and allows for the majority to learn and progress.

Clear procedures for identification are:

- Progress Meetings
- Previous teaching records
- Current teaching records

- Key Stage SATs results
- Teacher assessments and observations
- Information from parents
- Staff discussions with SENCO and other colleagues

For pupils with Special Educational Needs the above process will need to be supplemented by providing more:

- Detailed monitoring and reviews
- Specialist expertise
- Variety of assessment procedures
- Opportunities for pupils and parents to be involved
- Individualisation of planning and personalised learning
- Detailed reviews of progress

There are other factors which could impact on progress and attainment. These include:

- Disability (the Code of Practice outlines that 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation)
- Attendance and punctuality
- English as an additional language
- Being in receipt of pupil premium
- Being a looked after child

SEN Support

Children who are not making progress through differentiated teaching will need additional support through interventions. Parents will be informed if their child is identified as needing extra support. The support provided by the school consists of a four-part cycle:

- Assess
- Plan
- Do
- Review

Assess: Analysing the child's needs using assessments, comparisons with peers and National data in order to make an accurate assessment of the child's needs. The pupil's views and where relevant, advice will also be taken from outside agencies. If it is felt appropriate, and following discussions and agreement with parents, outside agencies may be contacted.

Plan: If the review of the data and assessments indicates that '**additional to and different from**' support will be required, then the views of all involved including the parents and the child will be obtained and evidence-based interventions identified and implemented by the appropriate member of staff with advice from the SENCO. There will be an entry assessment and a date set for a review.

Do: The class teacher remains responsible for working with the child on a day to day basis. They will still be responsible even where the interventions may involve group or

one to one teaching away from the class teacher. They will work closely with teaching assistants to plan and assess the impact of interventions and make links with classroom teaching.

Review: Reviews of a child's progress will be made regularly. The review process will evaluate the impact of the interventions. New targets will be set if necessary and discussed with the parents and child.

This is an ongoing cycle to enable the provision to be refined and revised as the child progresses through school and the understanding of the needs of the child grows. This cycle enables the identification of the interventions and strategies which are the most effective in supporting children to achieve.

Referral for an Education, Health and Care Plan (EHCP)

If a child has significant difficulties they may undergo a Statutory Assessment Process which the school or parent can request. The application for an Education, Health and Care Plans will combine information from a variety of sources including; parents, teachers, SENCO, Social Care, Health professionals and any other external services working with the child.

Further information about EHCP can be found via the SEND Local Offer:

<http://www.dudley.gov.uk/resident/localoffer/>

or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) - 01384 817373

Management of SEN at Hurst Green Primary School

Special Needs at Hurst Green Primary school is coordinated by the SENCO and supported by the Assistant Headteachers.

The SENCO: Mrs Mauchline is currently the SENCO and her role includes:

- Overseeing the day-to-day operation of the school's Special Educational Needs policy.
- Coordinating the provision for pupils on school support and Education, Health Care Plans (EHCP)
- Writing individual target sheets, in consultation with parents, staff and external agencies
- Liaising with external agencies, including the local authority.
- Liaising with and advising class teachers.
- Coordinating with learning support assistants and the Assistant Headteachers
- Maintaining and updating the SEND register.
- Coordinating all Annual Review Meetings (preparing all documentation, submitting reports to appropriate authorities and chair meetings)
- Liaising with parents.
- Contributes to the in-service training of staff.

The Assistant Headteachers:

- Advise and liaise with colleagues.
- Monitor the progress of pupils through progress meetings
- Liaise with the SENCO.

Admission Arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Dudley policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment.

“Whilst LA’s and schools can make any reasonable and objective admission arrangements in the event of over-subscription, those arrangements cannot be used to refuse admission to a child – or give the child a lower priority than other applicants – simply because the school considers that it cannot cater for his or her special educational needs.” *Circular 6.94 (para.34)*

Sources of external agency support in Hurst Green School are:

- Learning Support Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Play therapy
- Physical and Sensory Support Service
- Sycamore Outreach Service

Liaison with External Agencies

Regular contact is established and developed with all the above agencies.

The SENCO co-ordinates the liaison, contact and support times of external staff to ensure the work of these agencies is efficient, effective and provides the most benefit to the pupils and staff in the school.

Parents

All staff will actively work with parents of pupils with Special Educational Needs to enable and empower them to:

- Understand the Special Educational Needs framework
- Be fully informed of the school-based response to their child’s Special Educational Needs
- Have knowledge of their child’s entitlement within the Special Educational Needs framework
- Make their views known

- Have access to information, advice and support
- Recognise and fulfil their responsibilities

Parents must always be informed when a teacher first identifies that a child has Special Educational Needs.

We endeavour to communicate positively with parents by:

- Using parental knowledge
- Focusing on the child's strengths as well as areas of weakness
- Recognising the personal and emotional investment of parents
- Ensuring parents understand the procedures
- Respecting differing perspectives and seek constructive ways of reconciling different viewpoints
- Respecting the differing needs parents themselves may have
- Recognising the need for flexibility in the timing and structure of meetings.

We will always seek parental permission before making a referral to other agencies for support for their child. Where parents do not wish to have their details passed on to third parties their wishes will be respected.

Supporting children with Medical Conditions

As a school we recognise that children with medical conditions should be fully 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. Children with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and if appropriate, the child themselves.

All medicine procedures adhere to the LA policy and Department of Education (DFE) guidelines included within *Supporting pupils at school with medical conditions* (DFE) 2015.

Some children may also have SEN and may have an EHCP which brings together Health and Social Care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Pupil Support

Hurst Green takes its responsibility for the welfare of the whole child very seriously. Lucy Vines, a play therapist is in school two days per week and works with individual as well as small groups of children who may need support emotionally and socially. Teaching Assistants and Sycamore Outreach also run small social groups. The school takes many steps to make sure that vulnerable learners are not at risk of bullying. Children from Key are now anti-bullying ambassadors. For further information, see the Behaviour and Anti-Bullying policy.

Training and Resources

The SENCO and staff keep up-to-date with new developments in special educational needs by:

- Reading relevant Special Educational Needs literature
- Regular access to Special Educational Needs web sites (e.g. SENCO Forum,
- Attendance at Dudley SENCO Forum/ Worcester University.
- Attendance at Dudley Short courses.
- Informal advice from external agencies
- Accredited training

As a school we recognise the need to train all staff on SEND issues and there is funding available to support this professional development. Senior Leadership ensures that training opportunities are matched to school development priorities.

Roles and responsibilities

Governors' role

The governing body of a community, voluntary or foundation school must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources; and
- Report to parents on the implementation of the school's policy for children with special educational needs.

The Head Teacher

The Head Teacher has responsibility for the day to day management of all aspects of the School's work, including provision for children with SEN. The Head Teacher keeps the Governing body fully informed and works closely with the SEN coordinator.

Members of staff

Class teachers have the responsibility for the educational provision in place within the classroom for those learners with SEN. Teaching Assistants work under the guidance of

class teachers within the classroom. They also provide interventions for identified children. These interventions include Rapid Reading, speech and language support, Get Moving programme and support groups for children with social and emotional difficulties.

Children with an EHCP may have support from a Teaching Assistant who will plan with The class teacher, SENCO and external agencies to support the child's targets. Support is tailored to suit the individual needs of the child as identified within their EHCP.

Special Educational Needs Co-ordinator

The Special Educational needs coordinator is Mrs Mauchline. She is the Deputy Head and has completed the SENCO training course at Birmingham University.

Links with other schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to the local Early Years settings. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure their smooth transition.

The annual review in Year 5 for children with an EHCP (Education Health Care Plan) begins the process where parents are supported to make decisions regarding secondary school choice.

Liaison from year 6 to Year 7 ensures a smooth transition. Staff from secondary schools usually visit us and all SEN information is transferred. For pupils with statements a transition review will take the place of the annual review in **Year 5 or early in Year 6**. This review aims to give clear recommendations as to the type of provision the child will require in future years. The child's EHCP can then be amended appropriately.

School Trips and out of school Activities

Risk assessments are carried out and procedures are put into place to enable all children to participate in all school activities.

As a school we ensure that there is sufficient staff expertise to ensure that no child with SEN is excluded from any school provided activity.

Accessibility

The school complies with all the relevant accessibility requirements. Please see the school Accessibility plan.

Complaints Procedures

As a school we believe that the Special Educational Needs of pupils are best met when there is effective collaboration and communication between school, other agencies, families and pupils. We aim to foster good working relations with all of these groups especially parents.

Parents are encouraged to discuss concerns with the teacher in the first instance. The SENCO will become involved through discussion. If the difficulty cannot be resolved then the Head Teacher will then become involved. Parents can also approach the School Governor with responsibility for AEN- Mrs G. Withers. She can be contacted via the school office.

Parents can also contact Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) formerly Parent Partnership. The nearest support service can be located via www.dudley.gov.uk/dpp or by ringing 01384 817373

Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) has the following core activities:

- Working with parents
- Providing information and publicity
- Training, advice and support
- Networking and collaboration
- Helping to inform and influence local SEN policy and practice
- Providing access to an Independent Parental Supporter for parents

This policy has been written with reference to the following guidance and documents:

- SEND Code of Practice:0-25 January 2015 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)
- Equality Act 2010; Advice for Schools
- Schools SEND Information report regulations (2014)
- NASEN help sheet: Updating SEN policy for schools 2014

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website

C Mauchline
October 2020

