SEND Policy



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TRUE LEARNING PARTNERSHIP

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

It is our vision to create a happy and stimulating learning environment in which all members of the school community can grow in self-esteem and develop to their full potential as individuals in a diverse society.

At Hague Bar Primary School we value the abilities and achievements of all our pupils, and we are committed to providing, for each pupil, the best possible environment for learning. Inclusion is at the heart of our school ethos and the needs of children with Special Educational Needs are reflected in our School Improvement Plan.

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 SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND 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 the 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

All school staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have EHC. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants (TAs) play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is needs based. TAs are also deployed to run intervention groups, support children within class and also to run special programmes as deemed necessary by the Head Teacher and SENDCO.

4.1 The SENDCO

The SENDCO at Hague Bar Primary School is Miss Abby Moss.

She will:

- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND 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 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 SEND up to date.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Head Teacher/SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Head Teacher

The Head Teacher/SENDCo will:

- Work with SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND 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.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education which we do through structured conversations and the associated action plan.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Agreeing targets for the child.
- Making parents and carers aware of the parent partnership services.

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum.
- Self-review their progress and set new targets.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the schools or other settings the pupil is moving to. We will agree with parents, carers and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.
High-quality teaching is our first step in responding to pupils who have SEND. This will be scaffolded/differentiated for individual pupils. We will also provide appropriate interventions depending on the child's individual need.

5.7 Adaptations to the curriculum and learning environment

In order to meet the learning needs of all pupils, staff ensure inclusive provision. They work to meet individual learning needs and to mark work and plan homework effectively where

appropriate. Where pupils are identified as having a special educational need or disability, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

For many of our children their needs are met using a profiling approach, where children access appropriate interventions with targets specific to their needs. Most children identified by a teacher as needing additional help will be part of a graduated approach which will provide needs based individual or group interventions. They are time limited and strictly monitored and their impact evaluated.

The Graduated Approach is the development of good practice that already occurs within our school and is based on a dynamic process of assess, plan, do review. It is expected that the equivalent of a Wave 2 intervention, such as small group interventions, would be part of the Graduated Approach. Some pupils will need to access interventions on a short-term basis whilst others may need further interventions. Parents and carers will be informed at the beginning and end of the interventions, which will be recorded on our profile action plan.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions.
Teaching assistants will support pupils on a 1:1 basis when appropriate.
Teaching assistants will support pupils in small groups when appropriate.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychology Service
- We work with our Inclusion manager who works as part of PEGS (Peak Edge Group of Schools)
- Support Service for SEND
- MAT (True Learning Partnership Multi Agency Team) including Educational Welfare Service
- The INCO and SENDCO will maintain links with other INCO and SENDCOs through the PEGS (Peak Edge Group of Schools) INCO/SENDCO network meetings.
- Speech and Language Therapy Service
- Behaviour support
- CAMHS (Children and Adolescents Mental Health Services)
- Sensory and Physical Support Service
- Speech and Language Therapist
- Occupational Therapist
- Physio Therapist
- Any other agencies that are appropriate for a child's specific needs

5.9 Expertise and training of staff

Our SENDCO has developed experience in this role and has worked as a class teacher across all age ranges, and as a Deputy Head, Co-Head and Head Teacher. She has also completed her NASENCO qualification.

All staff have completed SEND specific training including Autism training and Executive Functioning training.

We have a team of dedicated teaching assistants who are also trained to deliver SEND provision.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
All pupils are encouraged to go on our residential trip(s)
All pupils are encouraged to take part in sports day/school plays/special workshops.
No pupil is ever excluded from taking part in these activities because of their SEND or disability.
The Hague Bar Primary School Accessibility Plan can be found in the policy section of the school website.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development if appropriate by offering time in the library or small room next to the Reception classroom. We have a zero-tolerance approach to bullying.

5.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher or the SENDCO in the first instance. They will then be referred to the Trust's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of pupils with SEND

Appropriate support services that may help a child with a particular need will be discussed with parents on an individual and personal basis.

5.15 The local authority local offer

Our local authority's local offer is published here: https://localoffer.derbyshire.gov.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Miss Abby Moss **every year**. It will also be updated if any changes to the information are made during the year.
It will be approved by the local governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy