

Hemington Primary School



SEND Policy 2024 to 2025

 
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Approved by:	Governors	Date: October 2024
Last reviewed on:	October 24	
Next review due by:	September 25	

At Hemington Primary School, we celebrate the fact that every child is unique. We understand that children learn and develop in different ways and have different strengths and areas for improvement. Teachers and support staff recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children at some time in their school life need extra help. We aim to provide an inclusive, engaging, and challenging curriculum that meets the needs of all our pupils.

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

Aims and Objectives

- To provide curriculum access for all.
- To secure high levels of achievement and progress for all.
- To meet individual needs through a wide range of provision.
- To work in partnership with pupils, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through quality first teaching. Staff are continuously taking part in CPD to upskill themselves.
- To work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To assess pupils at regular intervals and as a result of this, provide appropriate support and challenge.
- To provide a nurturing and caring environment where children feel safe and secure.
- To ensure wellbeing and mental health difficulties are identified and supported through our wellbeing programmes, ELSA and in-class support.

Identification of SEND

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term.

Children's needs should be identified and met as early as possible through:

- The analysis of data including On Entry Data, Reading ages, Spelling ages, Learning Passport targets and Termly Assessments. Tracking progress over time.
- Addressing parental concerns.
- Liaison with feeder settings and schools on transfer.
- Information from other services.
- Maintaining a provision map/timetable for individual learners.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate and useful information on a pupil's needs, delivered by the SENCO, or may involve school purchasing the expertise of someone to assess pupils.
- Involving an external agency where it is suspected that a special educational need is significant.

The Special Educational Needs and Disabilities (SEND) Code of Practice sets out four areas of SEND. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

Communication and Interaction

- o May have speech sounds difficulties
- o May find it difficult to communicate with others
- o May have difficulty understanding others
- o May have an autism spectrum disorder (ASD)

Cognition and Learning

- o May learn at a slower pace than others of the same age
- o May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia

Social, emotional and mental health difficulties

- o May show emotional difficulties such as withdrawn, social difficulties on the playground or around school or display challenging behaviours.
- o May have disorders, such as, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

May include:

- o visual impairment (VI)
- o hearing impairment (HI)
- o multi-sensory impairment (MSI)
- o physical disability (PD)

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools

have a duty to make reasonable adjustments in accordance with current Disability Legislation. Issues such as poor behaviour, poor attendance, looked after children or those with a medical need will not necessarily be considered as a special educational need. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEND issues.

A Graduated Response to SEND

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.” - SEN Code of Practice 2014.

The graduated response is a 4-stage cycle that helps the school learn more about the child and what helps them to make good progress.

The graduated response has 4 parts:

Assess - We will assess the child's needs, considering the views of the child and their parents or carers. Specialist advice from other specialist support services may be needed.

Plan - The class teacher and special educational needs coordinator (SENCO) will plan how to support the child. This will be written on a learning passport as targets or highlighted on a monitor plan to show adaptations Hemington put in place. The teacher will consider what outcomes they want to achieve. They involve the child and their parents or carers and agree a review date.

Do -The SENCO will help the class teacher and support staff to support the child. They think about the child's strengths and weaknesses and how best to help them. The teacher also works with the support staff and assess how helpful the support is.

Review - Everyone discusses how effective the support has been. We will adapt the support depending on the child's progress. The child's views and those of their parents or carers are an important part of the review process. If the child isn't making good progress specialist services may be involved, alongside parents or carers.

Children who are falling behind their peers and therefore causing concern, will be closely monitored by teachers and supported with additional school strategies and resources.

These may include:

- Differentiated teaching style.
- Adapted tasks.
- Pre-teaching activities.
- Clear verbal or written instructions.
- Providing visual aids to promote interactions.
- Clear success criteria.
- Visual timetables.
- A breakout space.
- A personalised curriculum
- Work chunked
- Use of ICT/a laptop to aid writing
- Sensory circuit activities

High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEN. At Hemington Primary School, we regularly and systematically review the teaching for all pupils, including those at risk of underachievement. This includes observing and reviewing lessons, scrutiny of books and lesson planning, internal and external moderation and staff meetings. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum, to enable the pupil to learn more effectively.

Teachers will assess and identify the specific support needed to address the pupils' weaknesses. For these children an individual support plan will then be drawn up and will outline the additional support they require to make progress. It will also outline their individual targets, where these targets are not in line with whole class targets. Progress will be reviewed each term and at pupil progress meetings. At this stage, support is devised and delivered by school staff using formative assessments and small steps materials.

The need for intervention is usually identified by the class teacher and support staff in agreement with the SENCO and the child's parents. It will be underpinned by evidence that despite differentiated learning opportunities the child:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness.
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school.
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Where a child continues to have difficulties, despite quality support, advice will be sought from external agencies. This stage is known as Specialist Support and involves outside agencies in advising and working to assess the nature of the need and helping plan more specific support.

Should a child fail to make progress, despite quality teaching and targeted interventions, it may be necessary to apply for additional funding to secure further support. Where it has been decided that an application for additional funding is necessary, there are two separate types of funding that could be applied for. These are:

SEND Intervention Funding (formerly known as top up funding)

This is funding that is agreed for a short term. This type of funding is to enable school to provide additional support for children who require support in the immediate time frame, but who may not require an EHCP or information is being gathered for one.

Education Health and Care Plan

If a child is considered to have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is that significant, support is needed from a range of sources, an application will be made to the Local Authority for an 'Education, Health and Care Plan', which will be drawn up in consultation with parents, child and services. This plan outlines outcomes for the child, the support that they will receive and the funding that will be associated with the plan, which the school is responsible for managing. This will be reviewed annually and is a legally binding document. A child's need will be reviewed, and considerations of age and the next

stage of development considered, when planning provision and reviewing the Education, Health and Care plan.

Roles and Responsibilities

All class teachers are responsible for the needs of the individual children within their class and to provide quality first teaching which considers the needs of every learner within the class. They are responsible for understanding the needs of each child and planning appropriately supported and challenging lessons. Identification of gaps and intervention is detailed on the classes provision map and the teacher is responsible for planning, overseeing and assessing the targeted interventions that are carried out by support staff. All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners. It is the class teacher's responsibility to share such planning and additions with the support staff within their classroom.

The school SENCO is Mrs Andrea Reay, who is responsible for managing and coordinating the implementation of the SEND policy and ensuring compliance at all levels. The SENDCO is responsible for reporting regularly to the Co-head and the governor with responsibility for SEN on the ongoing effectiveness of this policy. The Co-Headteachers (Mrs Reay and Miss Timbrell) are responsible for the day-to-day management of children with SEND and ensuring that each child's individual needs are met. The governing body have a delegated responsibility for the ongoing implementation of this policy to the Special Educational Needs and Coordinator (SENDCO). The Governors and Co-Head teachers have a responsibility to provide the SENCO opportunities to attend relevant training and support when required.

Outside Agencies

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school. Each year our school purchases additional support from Educational Psychology and may also purchase support from the specialist teaching services. If a child has a specific need or continues to make little progress despite additional school support, specialist external agencies. This may include referrals to:

- Special Education Needs Support Service
- School Nurse
- Educational Psychology Team
- Learning Support Service
- Speech and Language Therapy
- Autism Outreach
- Hearing Impairment Team
- Visual Impairment Team
- Oakfield Short Stay School
- Special School Support (Ashmount, Forest Way, Maplewell)
- Social Services

Managing Medical Conditions

Hemington 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 and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision. At Hemington Primary School, we support children, where possible, with medical conditions. Those children with needs that may impact on them at school will have a health care plan drawn up. Staff will be trained as need arises.

Social, Emotional, Mental Health and Wellbeing

At Hemington Primary School, we monitor Social, Emotional and Mental Health closely. We have our own wellbeing base within school. Our ELSA (Mrs E White) will carry out wellbeing groups, 1:1 mentoring and ELSA programmes. Training has been provided by school to ensure at least one member of staff has ELSA training and supervision. We recognise that children learn better and are happier in school if their emotional needs are also addressed. The work is delivered sometimes on an individual basis or in a small group. This is especially appropriate in areas of social and friendships difficulties. Wellbeing sessions take place in our nurture room which provides a calm, safe space for the child to feel supported, safe and nurtured.

In wellbeing sessions we aim to provide support for a wide range of emotional needs:

- recognising and understanding emotions
- building self esteem
- social skills
- friendship skills
- anger and behaviour management
- loss and bereavement
- relaxation techniques
- transition/ change

SEN Information Report

See the SEN information report 24/25 published on our website

Supporting pupils moving between phases and preparing for adulthood

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

Reception staff will meet with parents/carers and staff from any partner nursery schools prior to pupils starting at our school. Concerns about particular needs will be brought to the attention of the SENCo after this meeting. Where necessary the SENCo will arrange a further meeting and a transition plan will be devised.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCo will telephone to discuss the child's needs further.

When children with SEN transfer from Hemington to new schools, details of particular needs and additional required provision will be shared accordingly. The SENCo will supply any further information upon request.

For those SEN children leaving at Year 6 to go into year 7 all information will be sent to the school and a discussion will be held with the SENCo. In some cases, additional transition sessions will be organised.

Safeguarding and Pupils with SEN

As a school we are aware of the potential for children with SEND to have additional barriers when it comes to safeguarding, the school recognises that this group can be more vulnerable to abuse and neglect.

Disabled children may be especially vulnerable to abuse, because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Heightened vulnerability linked to:

- Communications skills
- Maturity (Lower cognitive ability)
- Perceptions of intent from others
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have "friends" or find a partner
- Differing boundaries
- Online safety – digital technology understanding

A combination of these factors can make them more susceptible to risks.

All our staff are trained at level 1 and the safeguarding leads (Mrs Reay and Miss Timbrell) trained at level 2. They are aware of such vulnerabilities and trained in dealing with this.

The local authority local offer

Leicestershire Local Authority provide a local offer. This website lists and gives information to support additional needs and provides information about the range of services in the county. Our local authority's local offer is published here:

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

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEND Code of Practice (which takes account of the SEND provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010 and amendments 2014

Children and Families Act 2014