

# Hillesley

PRIMARY SCHOOL



## **Special Educational Needs and Disability (SEND) Policy**

**Mrs Pedley**

**2020-21**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

### **Introduction**

Hillesley CEVA Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school.

As such provision for pupils with SEN is a matter for the school as a whole. All teachers are teachers of pupils with SEN. The governing body, headteacher, SENCo and all other members of staff have important responsibilities.

Historically, being a small school in which all the classes and teaching groups are relatively small, pupils with SEND are identified early and consequently the school seeks to put in place programmes and support that will help these pupils make progress and make the wider curriculum available to them.

It should also be noted that the school has been accredited with the Quality Mark for AFA (Achievement for All) in recognition of the quality and support interventions.

### **Objectives**

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
- To enable pupils with SEND to maximise their achievements
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To take the views and wishes of the child into account
- To make opportunities for the most able pupils to achieve their full potential by being offered a sufficiently challenging curriculum, by being encouraged to think and learn independently and creatively

## Roles and responsibilities

SENCo:- J.Pedley

- responsible for co-ordinating the day-to- day provision of SEND provision
- supports and advises colleagues
- maintains the school's SEND register
- manages the records of SEND pupils
- manages the school based assessment and completes the documentation required by outside agencies and the LEA
- considers the need for and manages the resources and a range of teaching materials to enable appropriate provision to be made
- monitors and evaluates SEND provision and reports to the Governing Body
- makes use of the "Graduated Pathway" - GCC

Teaching and non-teaching staff:

- create and implement the records for SEND pupils taking account of advice from external agencies
- are responsible for delivering SEND provision and drawing up, in consultation with SENCo, the IEPs ( individualised support plans ) for SEND pupils
- to consult with parents over SEND provision for their children
- Maintain progress records for the pupils in their class
- Highlight the provision for less able and able pupils within lesson planning as part of differentiation

Headteacher

- acts as link with outside agencies and other support agencies.
- Allocate school resources to SEND
- Ensure school staffing meets the needs of SEND pupils.

### Governors

- To ensure the provision of the SEND policy is met and report on SEND provision in the annual report to parents.

### SEND governor

- To maintain a link between the SENCo and the governing body
- To take a close interest in the implementation of the SEND policy.

### **Admission Arrangements**

The Governing Body is responsible for the admission policy and arrangements which accord with those laid down by the local education authority and the Diocese. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND.

### **Allocation of Resources**

SEND resources are identified within the school budget in a specific cost centre. The SENCo will identify any specific funding required in the annual budget review. Funding of any SEND statements will be tracked separately.

### **Identification, Assessment, Provision and Review**

- Using the evidence from the school pupil tracking system and staff referrals enables us to intervene at a very early stage. The class teacher informs the SENCo and the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

### **Assessment**

The class teacher and SENCo assess and monitor the children's progress inline with existing school practice.

### **Provision**

The SENCo, Class Teacher, SEND Teaching Assistant and staff work closely together to plan an appropriate programme/s of intervention and support.

### **Review**

SEND reviews are conducted with both staff and parents on a regular basis. Parent reviews are incorporated within the parents evening consultations. In some cases structured conversations will be held with the parents where more focused time can be spent discussing progress.

Regular staff meetings are held, every short term, at which SEND provision is discussed and reviewed to determine the appropriate level of intervention.

If an intervention and/or support plan is required and progress is being made, that intervention may continue. If the intervention is not seen to be helping the child make progress then that intervention will be altered or changed in line with assessment of need.

## **IEPs**

Pupil Support Plans are drawn up as required.. They are written by the SENco in consultation with the teacher and other staff, parents and pupils [as appropriate].

The Support Plans are reviewed and written in line with the SEND review cycle.

Provision can include specific staff time for SEND group and individual withdrawal work, small groups and class sizes for literacy and numeracy and delivery of specialist programmes which includes Wave 1, Wave 2, Wave 3 intervention programmes; Rapid Reading; Rapid Writing; Five minute box reading support; Toe-by-Toe dyslexia reading programme; Social Stories; Fizzy programme for physical development; Phonic support that continues into Key Stage 2; Behaviour support programmes.

## **Access to the Curriculum**

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for most of the week with their peers in mainstream classes by class/subject teachers and study the curriculum appropriate for their age and ability. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENCo, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEN to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

## **Access to the Wider Curriculum**

In addition to the statutory curriculum the school provides a wide range of additional activities. These include clubs, Tyndale Cluster activities and sporting and creative activities. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

## **Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND**

The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body report annually to the parents upon the quality of education provided for and the achievements of pupils with SEND. The school employs a series of methods to gather data for analysis including tracking pupil progress through Pupil Progress meetings, school tracking system, Teacher assessments, standardised

tests, SAT papers, LEA data and RAISE ONLINE data.

- Regular observation of teaching
- Analysis of the attainment and achievement of different groups of pupils with SEND
- [headteacher/ classteacher and SENCo]
- Scrutiny of teachers' planning and pupils' work.
- The views of parents and the pupils
- Regular monitoring by the governing body/SEND governor
- Maintenance of assessment records that illustrate progress over time
- Regular meetings between SENCo, class teachers and learning support workers. As a result of the above the school reports annually upon its successes and identifies aspects for future development.

### **Arrangements for Dealing with Complaints from Parents**

See complaints procedure and policy documents

### **Arrangements for In-Service Training**

- SENCo attendance at courses including cluster meetings.
- Extra qualifications for SENCo
- Training for LSWs and non-teaching staff eg midday supervisors
- Staff training needs identified at annual performance review and training needs identified.
- Arrangements for inducting newly qualified teachers and staff new to the school. (Staff Handbook).

### **Links with Secondary Schools and transfer to other schools**

Provision is made for the provision of pupils with SEND between schools. This will include transfer of any records and may include discussion with the sending/ receiving school.

### **The Role Played by Parents of Pupils with SEND**

In accordance with the SEND Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents,

provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision

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**The Headteacher, SENCo and staff will review the effective delivery of this policy at least annually and take appropriate action.**