

Hillesley

PRIMARY SCHOOL



Our vision, based on our School's Christian values, is to provide a welcoming, nurturing environment for learning at the heart of our community. Together, we provide a solid foundation of growth, appreciating each child with their God-given uniqueness and individual needs, thus empowering them to become responsible and fulfilled members of society

Special Educational Needs & Disabilities Policy and Information Report (SEND)

Approved by:

HILLESLEY PRIMARY
SCHOOL GOVERNORS

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Next review due by:

FEBRUARY 2023

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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

The vision and aims of the school is to be inclusive and to help every child reach their potential and be secondary ready by the time they leave the school in Year 6. At Hillesley every child has an individual Pupil Profile updated regularly with both assessment data and information about well-being and any circumstances that could impact their progress in school. Regular, termly pupil progress meetings are held when the SEND register, interventions and support are reviewed. Interventions and support are specific to the needs of every individual and are altered and tailored to meet the needs of the child.

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

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

4.1 The SENCO

The SENCO will:

- Work with the headteacher and 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 headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and 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 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
- Working with the SENCO 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 SEN 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 disorder, Asperger's Syndrome, 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
- Emotional and behavioural difficulties that cause barriers to learning

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 SEN.

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

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

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 teachers and support staff will work with the SENCO 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, where appropriate
- 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 school, college, or other setting the pupil is moving to. Parents will be kept informed.

The SENCO and teachers will work with receiving secondary schools on programmes of transition agreed to best suit the needs of each pupil with additional needs to facilitate a smooth and positive transition and to help the receiving school in their initial stages of support planning.

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 differentiated for individual pupils.

We will also provide the following interventions:

- Some screening where needed
- Catch up phonics and reading interventions
- Maths interventions
- Some speech and language support
- Withdrawal for 1:1 teaching where necessary
- In-class support to facilitate access to the lessons
- Differentiated teaching input and resources
- Provision of learning aids such as pencil grips, word-viewers, coloured overlays, weighted blankets, sensory support items
- Social, emotional support through social stories and talk-time
- Programmes and interventions as recommended by other professionals such as the Advisory Teachers' Service and Educational Psychologist

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Provide alternative learning areas such as separate learning station or time-out area

5.8 Additional support for learning

We have teaching assistants who work under the direction of the SENCO and class teacher to deliver interventions and support. Some training is provided when necessary

Teaching assistants will support pupils on a 1:1 basis when this is necessary for the benefit of the child and other pupils in the class; according to the targets and outcomes on the MyPlan, MyPlan+ and EHCP

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

- Early Help
- Advisory Teaching Services
- Educational Psychologist
- Specialist teachers and providers such as occupational therapist, medical, speech and language professionals; any other specialist that could be involved in the care and provision for a pupil

5.9 Expertise and training of staff

Our SENCO has 10+ years experience in this role and has worked as a class teacher, special school class teacher, parent liaison contact, senior leader and head teacher.

They are allocated 4 hours a week to manage SEND provision.

We have a team of 4 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver some SEND provision.

We use specialist staff for catch up tutoring; advisory roles.

5.10 Securing equipment and facilities

Securing additional resources is done on an individual needs' basis and a specific cost centre is included in the annual budget plan

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress and updating the Individual Pupil Profiles towards their goals each term
- Reviewing the impact of interventions after 6 to 8 weeks
- Using pupil questionnaires and feedback where appropriate
- Monitoring by the SENCO
- Holding interim and annual reviews for pupils with EHC plans

5.12 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) to Kilve Court, with some additional measures when required

All pupils are encouraged to take part in school events such as sports day and school performances

No pupil is ever excluded from taking part in these activities because of their SEN or disability providing the child is not distressed or finds it very difficult to take part and it is detrimental to the well-being and progress of the child:

- Arrangements for the admission of disabled pupils, i.e.
 - All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
 - The specific needs of a child with an EHCP are assessed to ensure the safety and necessary provision is available
- Any physical disabilities are assessed against the accessibility plan as the school site has restricted access that cannot be changed due to the proximity of the road. The school's accessibility plan is available on the school website.
 - All that is possible, given the restrictions of the school site that cannot be changed, to improve the physical environment to enable disabled pupils to take better advantage of the educational provision, is regularly reviewed and alterations made where possible to provide benefits and facilities for individual pupils' needs

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of all extra-curricular clubs and PHSE sessions to promote teamwork/building friendships
- Pupils have various means by which they can express themselves in both written form and time to talk

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

If a child's needs cannot be met within the school's provisions or there are ongoing concerns about a lack of progress, the SENCO will make any necessary referrals to outside, specialist agencies. This is done with parental consent, unless there are additional safeguarding issues regarding the well-being and safety of a child with SEND and the parents refuse information sharing consent.

5.15 Complaints about SEND provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance in the first instance. They will then be referred to the school's SENCO and the complaints policy where necessary.

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

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

The school provides information leaflets and refers parents to the appropriate websites for additional help and information as required.

5.17 Contact details for raising concerns

The Head Teacher and the Chair of Governors, available on the school website and the school office

5.18 The local authority local offer

Our contribution to the local offer is available on the school website

Our local authority's local offer is published here: [SEND Local Offer | Glosfamilies Directory](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the teaching staff and 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.

7. Links with other policies and documents

This policy links to the following documents:

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