



Hillmead Primary School

SEND Policy

POLICY DOCUMENT

SEND Policy

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Relevant Guidance and Documentation:	<p>Equality Act 2010: advice for schools DfE Feb 2013 SEND Code of Practice 0 – 25 (January 2015) Schools SEN Information Report Statutory Guidance on Supporting pupils at school with medical conditions (April 2014) The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 Safeguarding Policy Accessibility Plan Teachers Standards 2012</p>
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This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND - co-producing the policy in the spirit of current reform.

1. Vision and Ethos

Hillmead Primary School is committed to providing an appropriate and high-quality education for all children. We believe that all children, including those identified as having 'special educational needs' or defined as 'vulnerable pupils' have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be included in all aspects of school life. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Inclusion is an ongoing process that celebrates diversity and involves the identification and minimizing of barriers to learning and participation that may be experienced by anyone. We believe that all children should be equally valued in school and we will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

AIMS

At Hillmead we aim to:

- ensure access to the full curriculum for all children
- aim to identify needs at the earliest point and make effective provision
- offer children with special educational needs the same experiences as their peers
- ensure a common understanding of objectives and procedures
- follow the framework for identification and assessment of the S.E.N.D. of individuals as set out in the Code of Practice.
- identify the roles and responsibilities of staff including a designated teacher responsible for co-ordinating SEND
- enable all staff along with the Special Needs Co-Ordinator (S.E.N.C.O.) to monitor the progression and development, both of individual's learning and support
- work in partnership with parents and pupils, keeping parents fully informed of progress
- recognise, value and celebrate achievements, however small



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OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2015
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator(SENCO) who will work with The SEND Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

Definition of Special Educational Needs

The definition of Special Educational Needs, as outlined in the SEND Code of Practice 2015:

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Children fulfil this criterion if they:

- have significantly greater difficulty in learning than most children of the same age
- have a disability that prevents or hinders them from making use of the educational facilities that are provided for children of the same age
- have emotional or behavioural difficulties that interfere with their ability to learn

Children must not be regarded as having a SEND needs solely because:

- they have a disability
- the language of their home is different from the language in which they will be taught
- slow progress or low attainment
- persistent disruptive or withdrawn behaviours

Every teacher is a teacher of every child or young person including those with SEND



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2. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

It can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

Within the SEND Code of Practice 2020 there are 4 broad categories of need:

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

(See Appendix 1 for definitions)

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.



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Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

Quality First Teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Our first step in responding to pupils who have or may have SEND is high quality first teaching. Information from a wide range of sources including discussion with the pupil, parents/carers, teacher and/or the SENCO will be gathered to determine the needs and provision for the child.

Support will take the form of a four-part cycle **Assess-Plan-Do-Review** through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach**.

If assessments show that a child may have a learning difficulty, a range of strategies will be employed that make full use of all available classroom and school resources. The child's teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENCO will support the teacher and if necessary, make further assessments of the child's needs. The children's additional support will be detailed through Provision Mapping. Following



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discussion with parents, advice from outside agencies may be sought, implemented and reviewed.

All stakeholders will meet regularly to review the child's progress. Parents will be given the opportunity to meet the teacher and/or SENCo at least three times a year.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents / carers may consider involving outside agency support.

If the child needs support from only one agency, then a 'Service Request' is completed. However, if advice is required from more than one agency then a 'Common Assessment Framework, (CAF)' is completed. Following the completion of the e-CAF, professionals from the various agencies involved will set up 'A Team around the Family'. The parents will select a Lead Professional from the team members. In most cases children will be seen in school by the External Agency professionals and meetings will be held within the school.

In a very few cases, the SENCO could consider applying for Local High Needs Funding– this is intended to support the very neediest children in Hertfordshire whose needs are deemed to be 'exceptional'.

Most children and young people with SEN or disabilities will have their needs met within local mainstream EYFS settings, schools or colleges. Some children and young people may require an Education, Health and Care needs assessment for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.



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3. SUPPORTING PUPILS AND FAMILIES

Hertfordshire County Council **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

HCC Local Offer <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

The governing bodies of maintained schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

- Hillmead Primary School's SEND Information Report
<https://www.hillmead.herts.sch.uk/page/?title=SEND&pid=23>

Schools must admit pupils with already identified special education needs as part of normal admissions procedures.

Pupils with an Education, Health & Care Plan naming the school may be admitted outside the normal round, even if numbers exceed 30 for the class in that academic year, where this is in accordance with the parents' preference and where this is compatible with the *efficient* education of other children.

Our school works closely with all settings at the time of transition. We have meetings for parents before children enter the school system and extra visits can be arranged for pupils with SEND. Staff conduct home visits for new to Nursery children and staff meet with the preschool or nursery that a child attends prior to coming to Hillmead School. All teachers hold internal transition meetings for transition from one year group to the next.

4. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The 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



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disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Where children and young people also have SEND, their provision will be planned and delivered in a co-ordinated way with the care plan.

Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'. This is available from the school office on request.

5. TRAINING AND RESOURCES

The school budget for SEND is decided by Head and Governors.

- In exceptional circumstances, additional funding can be applied for using Local High Needs Funding (Exceptional Needs Funding) for individuals.
- Within the budgetary constraints, support is allocated according to the level of need.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCOs regularly attend the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND.

FUNDING

Following the reorganisation of resources in 2007, each school's budget share now includes an amount to support the provision of children with 'Predictable' Special Educational Needs. The budget share is calculated using an agreed formula based upon attainment data. The majority of SEN children presenting at school are expected to be identified as children with 'Predictable' needs



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which means that schools will have had experience of providing support for children with similar needs e.g. Autism, Developmental Delay, General Learning Difficulties.

The school has a responsibility to meet additional costs that exceed this amount from within its general school budget. However, County have retained a small additional budget to support children who are deemed to have 'Exceptional' needs. If a school believes that a child has exceptional needs that could not have been foreseen and therefore not planned for, the SENCO can bring the case before the local cluster group and, if the group agree, the child's case can be taken forward to a district panel to request additional funding. If the panel agrees and grants additional funding for the child to support the provision necessary to meet the exceptional needs of the child then the amount must be ring fenced and can only be used for this purpose.

Children who are in receipt of an Education, Health & Care Plan are not automatically perceived as qualifying as children with Exceptional Needs and provision should, in the majority of cases, be funded from the budget share.

6. ROLES AND RESPONSIBILITIES

The Governing Body ensures that:

- The school follows the SEND Code of Practice 2014 when carrying out its duties toward all pupils with Special Educational Needs and/or Disabilities
- The necessary provision is made for any pupil identified as having SEND and ensures that all teachers are aware of the importance of providing for these children
- Parents are notified of a decision by the school that SEND provision is being made for their child
- There is an identified governor who has specific oversight of the school's provision for pupils with SEND. This governor liaises with the school and reports back to the governing body
- The SEND provision, including the deployment of funding, equipment and personnel is reported back to the full Governing Body



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The key responsibilities of the Headteacher include:

- Responsibility for children with SEND, keeping the governing body fully informed and working closely with the SENCO to co-ordinate provision.
- Ensuring that complaints regarding SEND provision are dealt with in accordance with the Local Authority guidance for school-based complaints procedures
- Ensuring all staff are trained in SEND where appropriate to provide adequate support for SEND pupils and to allow for personal and professional development

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a Child Looked After (CLA) has SEND
- Advising on the graduated approach to providing SEND support
- Liaising with parents of pupils with SEND
- Maintaining a register of children with SEN Support and a continuing assessment of their progress and attainment
- Evaluating the quality and impact of the support and/or interventions along with the views of the pupil and parent/ carer
- Revising the support in light of the pupil's progress and development and decide on any changes in consultation with the parent/ carer and pupil
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Develop resources suitable to support S.E.N.D.
- Develop knowledge and expertise through training, and to pass information on to colleagues by formal Inset or informal discussion at staff meetings
- Support families with their understanding of the SEN process
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned



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- Working with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

The role of the Class Teacher:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. This includes:

- Identifying children with SEND
- Devising and implementing learning strategies and support for individual children
- Reviewing and setting new targets
- Liaising with the SENCO to ensure the needs of individual pupils are met through the implementation of the identified strategies/interventions
- Implementing the school Special Educational Needs and Disabilities Policy
- Undertaking any training suggested or supplied by the school
- Remaining responsible for working with the child on a regular basis
- Working closely with Teaching Assistants, Learning Support staff and specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

7. REVIEW

This Policy should be read in conjunction with the school's policies for:

ACCESSIBILITY
DEALING WITH COMPLAINTS
BULLYING

This policy will be reviewed annually.



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Appendices

Appendix 1

Definition of the Broad areas of need:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically



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unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. The school has clear processes to support children and young people, including how to manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools

Sensory and/or Physical needs

Some children and young people require special educational provision because they have disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2

Links to key documents:

- 1) Hillmead Primary School SEND Offer on school website:
<https://www.hillmead.herts.sch.uk/page/?title=SEND&pid=23>
- 2) The Local Authority SEND Offer:
www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx
- 3) Special Educational Needs and disabilities Code of Practice – 0 – 25 years:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- 4) SEN & Disability Act 2010:
<https://www.gov.uk/rights-disabled-person/education-rights>



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5) Special Educational Needs and Disability - in Hertfordshire:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>