



Halebank Church of England Primary School

Special Educational Needs and Disabilities (SEND) Policy

Introduction

At Halebank C of E Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together, we take pride in making a positive contribution to our school and the wider community.

Aims

At Halebank Church of England Primary School we aim to:

- Promote a whole school approach to meeting special educational needs and disabilities in which all members of our school community have an understanding of their role
- Provide additional support to those pupils deemed to have SEND, through the graduated response set out in the Code of Practice (2014)
- Foster an educational environment in which pupils with SEND feel included, valued and challenged, whilst promoting self-worth and enthusiasm, giving every child the entitlement to a sense of achievement
- Provide a framework within which the school can monitor, review and evaluate its provision for pupils with SEND on a regular basis
- Work closely with parents/carers to involve them in their child's SEND journey whilst developing a partnership of support and trust
- Liaise with outside agencies to support high quality provision
- Identify the needs of pupils with SEND as early as possible

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 coordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN 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 others of the same age and may require outside professional support, 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.

Roles and responsibilities

The **SENDCo** at Halebank Church of England Primary School is **Mrs Lorna Draper**.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 SEN up to date

The **SEND Governor (Mrs Rachel Oasgood)** will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

The **headteacher** will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

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 SEN policy

Identifying pupils with SEND and assessing their needs

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 and 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

Early identification and assessment

Early identification, assessment and provision of any child who may have SEND is of paramount importance. At Halebank Church of England Primary School, pupils are identified as having special educational needs in several ways:

- They may come into Reception after been identified by health professionals as having special educational needs
- They may have been on the graduated response of their previous school
- Parents may inform school of issues that cause a barrier to learning (usually medical issues)
- The class teacher may have concerns about their progress and/or class work and feel that wave two intervention programmes are not working
- The class teacher may identify behaviour or coordination problems that have become a barrier to the pupils learning and need further investigation/ support
- Pupil's will be identified from school assessment systems and, where necessary, individual diagnostic assessments

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.

Parent Partnerships

We aim to have good and informative relationships with all of our parents. All parents of children with a SEND will be treated as partners and given support to play an active and valued role in their child's education.

If a child is experiencing difficulties, parents will be informed either at parental consultations (autumn and spring) or during informal meetings to discuss a child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having a SEND or is struggling in a particular area.

Once a child has been identified as having a SEND, the class teacher and or SENDCo will invite the parents to a meeting to:

- Formally discuss that their child can be placed on the SEND register.
- Discuss any assessments that may have been completed and their outcome.
- Agree a plan and provision moving forward in a Personal Support Plan (PSP). This may include a plan to refer to outside agencies for further assessments and support.

This is part of the graduated approach cycle of Assess, Plan, Do, Review required by the Code of Practice (2014).



Depending on their age, and their interest, the child may be invited to attend all or part of the SEND support meetings.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. There may well be more regular meetings for certain families. Termly mid-point reports are produced for every pupil that coincide with our more formal assessments and in the summer, there is a full report of the child's progress written and shared which parents are invited to discuss with staff.

Supporting pupils moving between phases and preparing for adulthood

We will share information, regarding a child's SEN needs with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The SENDCo may also meet with the secondary school SENDCo to pass on specific information. For pupils with SEND needs, the school may arrange additional visits to the secondary school for the pupil and their parents.

Our approach to teaching pupils with SEN

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 SEN. This will be differentiated for individual pupils. We will also provide interventions to those children who require additional support. These interventions are outlined in our school SEND Information Report.

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, preteaching of key vocabulary, reading instructions aloud, etc.

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 after six weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

Complaints about SEN provision

Parents/carers are encouraged to raise any concerns regarding their child with the class teacher. Complaints about SEN provision in our school should be made to the SENDCo or headteacher in the first instance. They will then be referred to the school's complaints procedure.

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 child. They can make a claim about alleged discrimination regarding the following:

- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services

The local authority local offer

The SEND Code of Practice outlines a duty for schools to co-operate with the Local Authority to best meet the needs of SEND children. The Local Authority needs to publish their own 'Local Offer'. Halton's Local Offer can be found at

<https://localoffer.haltonchildrenstrust.co.uk/>

The Local Offer has two key purposes:

1. To provide clear, comprehensive, accessible and up to date information about the available provision and how to access it
2. To make provision more responsive to local needs and aspirations by directly involving disabled children/young people and those with SEN and their parents, and service providers in its development and review.

Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **annually**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents

This policy links to the following policies:

- Accessibility plan
- Positive behaviour
- Equality information and objectives
- Supporting pupils with medical conditions. These can be found on our school website.

Date: March 2024

Review: March 2025