

Hinchley Wood Primary School

Special Educational Needs and Disability (SEND) Policy

Date: February 2021

Hinchley Wood Primary School puts the pupils needs at the heart of its provision. Our whole school community is committed to enabling the pupils to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

Governors Responsible: Local Governing Body

Staff members responsible: Mrs Seanne Wilmot- Assistant Head (Inclusion)

Review period: Annually

Last reviewed: February 2021

Next due for review: February 2022



Hinchley Wood Primary School

Special Educational needs and disabilities (SEND) Policy

Section 1

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013) Schools SEN Information Report Regulations (2014) *
- 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 (DfE, 2011)

*Documents can be located on our school website

The policy was created in partnership with the parents of pupils with SEND, Head teacher, SEND Governor, Assistant Head (Inclusion) and representative staff.

A copy of the policy can be obtained in a number of ways:

- The School website under Information then Policies
- On request from the school Office as a hard copy

Vision

Hinchley Wood Primary School is committed to the inclusion and integration of pupils with SEND. We endeavour to develop an ethos of care, understanding and empathy which fosters self-esteem and self-worth in all our pupils.

Key Roles and Responsibilities

The Assistant Head (Inclusion) has day to day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those with Statements or Education and Health Care Plans (EHCP). Part of the role of the Assistant Head (Inclusion) is to co-ordinate arrangements with class teachers regarding pupils with SEN and disabilities.

- Assistant Head (Inclusion) Name: Seanne Wilmot
Contact Details: Info@hinchley-wood-primary.surrey.sch.uk
National Award for SEND: Yes 2014
SLT Member: Yes
- SEN Governor: Alex Willson
- Designated Teachers with specific Safeguarding responsibility: Aisling Hogan, Seanne Wilmot, Sarah Clow, Katie Moore, Miranda Smith, Donna Cooper
- Member of staff responsible for managing PP/LAC funding: Seanne Wilmot
- Member of staff responsible for managing medical need: Suzanne Barber

Section 2

Aims

At Hinchley Wood Primary School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. Every teacher is a teacher of every pupil, including those with SEND.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will strive to give pupils with SEND the support they need
- Educational and wider outcomes will be set for them together with you as parents and with your child
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood
- We will identify and provide for pupils who have SEND

Objectives

- To ensure a clear process for assessing, planning, providing and reviewing provision for pupils who have SEND, with appropriate input from parents
- To develop effective whole school provision management of targeted support for pupils with SEND
- To support pupils to achieve their best, setting high expectations for every pupil, whatever their prior attainment, background or disposition
- To ensure all staff have adequate training to ensure provision is high quality and each child is supported according to their needs
- To have high quality inclusive practice, ensuring that tasks are well matched to individuals through a range of teaching approaches and resources
- To ensure that pupils get the support they need to overcome their barriers to learning through the use of targeted interventions at Wave 2 and 3
- To ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND
- Support pupils to become confident individuals
- To support teaching staff and assistants to become confident in dealing with pupils who have SEND, whilst getting the right balance between integration and intervention

Section 3

Definition of Special Educational Needs

At Hinchley Wood we use the definition of SEND and for disability from the SEND Code of Practice (2014).

SEN: A child or young person has Special Educational Needs if he/she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty is a **significantly greater difficulty in learning than the majority of others the same**

age. Special educational provision means **educational provision that is additional to, or different from** that made generally available for others of the same age in a mainstream setting.

Disability: Many pupils and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.**’

Under the 2014 Code of Special Needs Practice SEND can be categorised into four areas of need. Pupils may have needs in one or more areas.

Communication and Interaction

Pupils 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. Pupils with 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

Learning difficulties covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils 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 pupils 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

Pupils 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 unexplained. Other pupils and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many pupils and young people with physical difficulties (PD) vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning and environment.

Section 4

Identification of SEND

Some pupils may join Hinchley Wood with SEND which may have been identified in a previous educational setting or by a range of health professionals. Other pupils may enter the school with a need that is not yet identified.

The school reflects what the Code of Practice states in that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEND Support'. The progress made by all pupils is monitored and reviewed on a half termly basis. Initially, concerns registered by teachers, parents / carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of the strategies used. This can then be used in later discussions should concerns persist.

We are alert to emerging difficulties which may not be evident at an early age. These concerns may be expressed by parents or the pupils/young people themselves. Equally, it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category but rather to ensure each child is supported.

The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012). Teachers are guided and supported in this by the Assistant Head (Inclusion) and information is shared appropriately and frequently. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants.

Although the Assistant Head (Inclusion) has overall responsibility for the identification of pupils with SEND in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

Section 5

Provision

We offer a graduated response to SEND support which identifies those pupils who are not making the progress that is expected of them. 'Waves of support' are used in order to support them to achieve and action is taken to overcome barriers to learning.

Wave 1 is about what should be on offer for all pupils: the effective inclusion of all pupils in high-quality everyday personalised teaching.

Wave 2 describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Wave 2 intervention is designed for pupils for whom a well-structured short-term

programme, possibly delivered by a teaching assistant working with a teacher, is all that is needed to enable them to make accelerated progress.

Wave 3 is about intervention for pupils for whom Quality First Teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise.

*See Wave 1-3 Provision 2019-2020 document on the school website

*See SEND School Information Report on the school website

A Graduated Response to SEND

SEN support takes the form of a four-part cycle 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 cycle is known as the graduated approach (Assess, Plan, Do and Review).

The Assess, Plan, Do, Review Cycle

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and putting effective special educational provision in place.

ASSESS: In assessing a child, the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments.

There is support available from:

- The Surrey Specialist Teaching for Inclusive Practice Team – Learning and Language Support; Behaviour Support; Educational Psychology; Physical and Sensory Support;
- NHS – Speech and Language Therapy; Occupational Therapy; Physiotherapy; Child and Adolescent Mental Health Service; School Nursing Team and paediatric assessments.
- Linden Bridge School ASD Outreach

Any concerns by parents are actively listened to and recorded.

PLAN: We recognise that we must notify parents if their child is being provided with SEN support. The teacher and Assistant Head (Inclusion) agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

DO: The School's Assistant Head (Inclusion) supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: Reviews are carried out on the agreed date. Some pupils have an EHCP (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the

school at least annually. These reviews are arranged at school and are part of the Assistant Head (Inclusion)'s role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the Assistant Head (Inclusion) will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the Assistant Head (Inclusion) attending meetings offsite to support the transition process.

Section 6

Statutory Assessment of Needs (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs and/or disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an EHCP needs assessment. Evidence gathered at regular reviews and close discussions with outside agencies will determine whether this statutory assessment of needs is required.

Where a pupil has an Education, Health and Care Plan (EHCP) the school must review the plan every twelve months as a minimum (for pupils aged below 5 years at the time that the plan is issued, this must take place within six months).

Section 7

Medical needs

Hinchley Wood recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some pupils may have a statement of SEND or an EHCP that brings together their educational and medical needs.

Staff member responsible for managing the school's responsibility for meeting the medical needs of pupils: Seanne Wilmot

Please refer to the First Aid and Supporting Medical Needs Policy

Section 8

Monitoring and evaluation of SEND

- Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:
- Consideration of each pupil's success in meeting outcomes

- An analysis of external tests including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from Annual Review meetings
- Analysing School Performance (ASP) documents
- Reports provided by outside agencies including Ofsted

Section 9

Involving Parents/Carers

Partnership with parents plays a key role in promoting a culture of cooperation between parents and schools. This is important in enabling students and young people with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their son/daughter's education. They have knowledge and experience to contribute to the shared view of a student's needs. We actively seek to work with parents and value the contribution they make. All parents of students with special educational needs are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their son/daughter's education
- Be informed by the school of their son/daughter's placement within the SEND framework
- Have the opportunity to make their views known about how their son/daughter is educated. Have access to information, advice and support during assessment and any related decision making processes about SEND provision
- Alert the school to any concerns they have about their son/daughter's learning or provision
Fulfil their obligations under home/school agreements

Pupils who are requiring a high level of SEND support or have a statement of SEND/EHCP will receive termly Individual Support Plans (ISPs) showing desired outcomes and related targets. Pupils requiring SEND Support at Wave 2 or through targeted support through Quality First Teaching will receive an Individual Support Plan, detailing interventions for the child for the term. Other strategies used to overcome the child's barriers to learning will also be detailed.

Parental concerns regarding SEND

The school values good communication and relationships with parents.

If any parent has a concern about their child, they are encouraged to discuss it with their child's class teacher.

If they feel significantly concerned, they can make an appointment to speak with the Assistant Head (Inclusion) and/or Head Teacher.

If the parent is not satisfied that their concern has been appropriately dealt with, they can make a formal complaint to the Governors.

Please refer to the school Complaints Policy.

Section 10

Funding

The notional SEND budget is for school Managers to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The Assistant Head (Inclusion), along with other key staff in the school, has a key role in determining how this budget is used, for example to provide interventions and targeted support. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Salary of some Teaching Assistants
- In class and withdrawal support from Teaching Assistants, Resources/specialist equipment

Section 11

SEND In-service Training for Staff

All staff in the school are provided with general or specific training on meeting the needs of SEND within their classroom. The Assistant Head (Inclusion) is aware of all relevant courses relating to SEND. All staff to have access to this information and the Assistant Head (Inclusion) advises as necessary.

Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

All staff have access to training, including teaching assistants. Whole school training on SEND will include teaching assistants.

Occasionally, specialised training will be necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student. Much of this training will be delivered in school, by specialist services working with particular students.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

Section 12

Other links

The Surrey Local Offer

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>