



## **Hallaton Policy for SEND (Special Educational Needs and Disabilities)**

### **COMPLIANCE OVERVIEW**

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND 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 October 2013
- Child Protection (Safeguarding) Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the Hallaton CE Primary School's SENDco with the SEND Governor in liaison with the SENDCO, staff and parents of pupils with SEND.

### **Introduction**

Hallaton CE Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our Child Protection policy. All of our school policies are interlinked and should be read and informed by all other policies.

At Hallaton School, we want to raise the aspirations of and expectations for all pupils with SEND, we provide a focus on outcomes for children and young people and not just hours of provision/support. We believe these outcomes should be based on the child's individual needs and developed in conjunction with the parents and the child.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

### **Aims:**

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school.
- To provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice (2014).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Coordinator (SENDco) who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To work in partnership with parents and families.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.

Enquires about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquires can be addressed to Michelle Leah (SENDco). Please make an appointment with the school office if you wish to speak her.

### **Headlines from the 2014 Code of Practice**

- No more statements will be issued by the Local Authority (LA). Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth – 25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored and their progress tracked each term. Those at SENS are additionally tracked by the SENDco.

There are four broad categories of SEND:

- Communication and interaction (such as autistic spectrum and language disorders)
- Cognition and learning (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- Social, emotional and mental health difficulties (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- Physical and sensory (such as hearing or vision impaired)

We have children in all these categories of SEND and some children may have difficulties in more than one category. This may include children with a diagnosis as well as those with learning profiles consistent with the diagnosis.

We strive to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the families' experience of, and hope for, the child. Families are invited to be involved at every stage of planning and reviewing SEND provision for their child.

- All children benefit from 'Quality First Teaching': meaning that teachers assess, plan and teach all children at the level, which allows them to make progress with their learning. In addition, we implement some focussed interventions to target particular skills.
- We have high expectations of all our children. Tracking and monitoring of our SEND children is in line with whole school practice.

### **Identifying children at SENS (SEND support)**

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDco and a plan of action is agreed with the teacher and shared with parents.
2. Class teacher are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - is significantly slower than that of their peers starting from the same baseline (two year delay in reading age, two year delay in spelling age, two year delay in maths age- 1 within on entering year
  - makes little or no progress even when teaching has targeted identified areas of weakness.
  - consistently presents emotional or behavioural difficulties which are not reduced by behaviour management techniques usually used in school.
  - sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
  - communication and/or interaction difficulties, and continues to make little or no progress despite a differentiated curriculum.
  - fails to match or better the child's previous rate of progress.
  - fails to close the attainment gap between the child and their peers.
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by school. This may result in the child being placed on the SEND register at SENS.

The SENDco or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

### **Process to highlight children for the SEND register**

For a pupil that you have concerns about, please follow the process below:

1. Fill in the start of the SEND Cause for Concern Form word doc. and email to Michelle Leah SENDCO so that Michelle knows whom you are tracking. Michelle will add the child to the watch list and will observe in class, check books and carry out relevant assessments.

<b>Name of child:</b>
<b>Date of birth:</b>
<b>Year group and class teacher:</b>

2. Use the document for a term:

***- Inclusive Provision for SEND pupils in Mainstream schools.***

3. Monitor and review your teaching against the **all Quality First Teaching Criteria**, for the area of concern and then date when you have introduced new strategies to support the pupil.
4. Speak to former class teacher or colleagues for any further information or useful strategies.
5. Make sure you add the child to the watch list on your data trackers.
6. At the end of the term, fill in the remainder of the Cause for Concern Form with the evidence you have gathered and strategies you have used. Michelle and you will review the collected evidence together and decide whether it is appropriate to place the pupil on the SEND register.
7. If the child is placed on the SEND register then the class teacher will create their Pupil Profile with smart targets and have a meeting with the parent to talk it through. The parents will need to sign to agree that their child is placed on the register.
8. Make sure the Pupil Profile is regularly monitored and a running record filled in, to track progress. At the end of the year, this must be passed onto the next class teacher.

## **Working with Parents and Children**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. A summary report is given out during each term outlining progress against targets and next steps. Other informal meetings may be scheduled at other time throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time. Parents are invited to contribute to meetings three times a year (following assessment periods) where they will be asked to contribute to outcomes for their child and they will review progress towards previous targets. Care plans will be reviewed annually unless medical conditions change.

### **Paperwork for children at SENS (SEN Support)**

Once a child has been identified as needing SENS, some of the following paperwork may need to be completed. This means that the child has outcomes that are in addition to their class targets.

- Intervention group targets and timetabled extra provision
- Checklists
- Assessments and tests
- Schools internal monitoring paperwork
- Positive Behaviour Plan (PBP)
- Care plans
- Personal Education Plan (PEP)
- Pupil passports
- School Contract for transition
- Send intervention funding
- Request for Education, Health and Care needs assessment
- Referral to an outside agency listed below:
  - Speech and Language Therapist (SALT)
  - Educational Psychology Service (EPS)
  - Autism Outreach Team (AOT)
  - Vision and Hearing support service

- Primary Social, Emotional and mental Health Service
- School Nurse
- Child and adolescent Mental Health Services (CAMHS)
- Referral to Paediatrician for medical needs by supporting parents to speak with their GP
- Family Support Worker
- Specialist teacher services at Leicestershire County Council

### **Moving to an EHC Plan (Education, Health and Care Plan)**

Following consultation between families, school and relevant outside agencies, we may consider applying for the Education, Health and Care Needs assessments if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEND.
- The child has a disability which is life-long and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it is likely that they may at some point benefit from special school provision. Having a diagnosis (e.g., of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful the LA will produce the EHC Plan. The Plan will be reviewed at least annually and school will invite families and all agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on an Annual Review return and sent to the Local Authority.

### **Teaching and Learning**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEND are entitled to be taught by their teacher, not always by a Teaching Assistant or Learning Support Assistant. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group. When allocating additional support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing learned dependence on an adult. The school has a range of interventions available, which are listed on a 'provision map'. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention, which is best matched to the child. Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDco and Headteacher who monitors overall progress and impact after the intervention.

- Interventions are planned in blocks and have clear entry and exit criteria.

- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or allow a period of consolidation in class. The SENDco monitors interventions to identify 'what works'.

### **Adaptations to the curriculum teaching and learning environment**

All of our classrooms aim to be inclusion- friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

### **Access to extra-curricular activities**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs.

### **Staff expertise**

All of our teachers are trained to work with children with SEND. Some are very experienced, and other less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or LA courses, provision of books or guidance towards helpful websites.

Some of our support staff have expertise and training on other areas or specific interventions. We are working towards a model of 'experts' in different areas of SEND.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to access additional expertise from the LA.

### **Children with social, emotional and mental health needs**

All children are treated as individuals and all adults work together to meet every child's academic and pastoral support needs. Emotional literacy is a crucial part of a child's development and wellbeing, and all aspects of this are considered. We have two trained ELSAs who are available to support the child's needs.

Behaviour is not classified as SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process. If parents and school are concerned that the child may have mental health needs, we encourage the parents to ask their GP for a referral to

CAMHS (Child and Adolescent Mental Health Services), or the school may make the referral through the Educational Psychologist or school nurse.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills and communication.

### **Transition arrangements**

Transition into and within school: We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from Nursery to Reception- as smoothly as possible.

This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story.
- Enhanced transition arrangements are tailored to meet individual needs. Transition to Secondary School: The secondary school SENDco is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

### **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The SEND governor will:

- Help to raise awareness of SEND 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 SEND policy and provision in the school.

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. (See Complaints Policy)



### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout school. (See Equal Opportunities Policy)

### **Leicestershire Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The local Offer is available from the website <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

**Agreed and adopted on: 6.2.23**

**By Claire Stevens (Headteacher) and Ali Rutherford (Chair of Governors)**