



## Hagley Primary School

# Special Educational Needs and Disability (SEND) Policy

**Date reviewed:** September 2023

**Date of next review:** September 2024

**Responsible member of staff:** Claire Davis

**Signature:**  
(Chair of Governors)

**Signature:**  
(Head Teacher)

## Introduction

Hagley 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 safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to accessibility, safeguarding, behaviour, anti-bullying, equality, medical and curriculum policies.

Hagley Primary School believe that all children and young people should be equally valued and we will do all we can to promote equality of opportunity and outcomes. Our school develops a learning environment where all children and young people can flourish and feel safe and we are committed to offering a broad and relevant curriculum with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice 2015 together with the Equality Act 2010. It should be read in conjunction with our School Accessibility Plan.

## The SEND Team

Any questions 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 enquiries can be addressed via the school office to:

Claire Davis – SENCo

Kerry Baggott – Lead TA for Social, Emotional and Mental Health

Alison Smyth – Lead TA for Cognition and Learning

## Defining SEN (Special Educational Needs) within the SEND Policy

The 2015 Code of Practice relates to children and young people with Special Education Needs (SEN) and disabled children and young people. It says that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2015 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv*

There are four broad categories of Special Educational Need (SEN):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Physical and sensory needs.

In implementing the Code of Practice (2015):

- We are working more closely with parents and children to ensure that we consider the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions that are reviewed regularly to target particular skills.
- We have high expectations of all our children.

## **Our objectives:**

- We aim to identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN; (see also the curriculum and assessment policies)
- 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 work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this Policy
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To closely monitor and track those children with education, health and care plans (EHC Plans) and those categorised as needing Special Educational Needs Support (SENS).

## **Identifying children at SENS (Special Educational Needs Support)**

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

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress notwithstanding Quality First Teaching they are discussed with the Head Teacher, Deputy Head Teacher and SENCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the Code of Practice (2015), is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. A referral to the SENCo is completed by the class teacher evidencing the area of concern and what has been done to date. Less than expected progress may 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
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child may be placed at SENS on our SEN register. SEN Guidance criteria is included as Appendix 1. This criteria shows attainment guidance thresholds to support SEN identification. Further details may also be found within our school information report that is available on the school website.

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 ASC or ADHD or some other disability.

## **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 as soon as possible by an informal meeting to discuss the child's progress and at parents' meetings (autumn and spring terms). The child will be monitored carefully by the class teacher and SENCo and any interventions to support will be evidenced on 'Edukey' which is updated regularly to track progress. If progress has not been made or desired outcomes have not been met then assessments will be carried out to see if the child will be put on the SEN Register. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SENS
- Discuss assessments that have been completed
- Agree a plan called an Individual Provision Map (IPM) for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. A copy of the IPM is available to parents.

Thereafter, parents and if appropriate, children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. This is in addition to the usual parents' evenings that are held twice a year. In the summer term, there is an annual review of the child's progress.

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

If children fail to make progress, in spite of high quality, targeted support at SENS, we would consider the need for the child to be assessed for an EHC Plan. Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASC, ADHD or dyslexia) does not mean that a child needs an EHC Plan and it does not automatically mean that an IPM will be used.

Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong 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 likely that the child may at some point benefit from special school provision.

The EHC assessment is a detailed look at your child's special educational needs and Disabilities (SEND) and the support he or she may need in order to learn. Worcestershire County Council is responsible for carrying out the needs assessments under the Children and Families Act 2014.

A request for an EHC Needs Assessment should only be made where a child/young person is failing to make expected progress following the [Graduated response](#) Assess/Plan/Do/Review cycles AND the special educational provision required to meet the child or young person's needs cannot reasonably be provided from the resources normally available to their setting through [the local offer](#).

### **The EHC assessment brings together information about:**

- your child's education, health and care needs
- special educational, health and care provision that may be required to meet those needs

### **It includes information from:**

- you
- your child
- the early years' setting or school
- other professionals who work with or support your child

If the application for an EHC Plan is successful, an Education Health Care Plan will be created using all of the information collated. It will include the child's strengths, their dreams and aspirations as well as the barriers they face and the provision needed to support them.

### **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. Children with SEN and disabilities are entitled to be taught by

their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA 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 a learned dependence on an adult. To support learning the school has a range of interventions available which are identified as Waved Interventions. These are included on our school website.

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 SENCo who monitors overall progress after the intervention.

- Interventions are planned in six-week blocks
- 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 to allow a period of consolidation in class.

The SENCo monitors interventions to identify 'what works'.

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

Hagley Primary School is disability friendly. The school is predominantly on one level, corridors are wide and we have an easy access toilet. Years 5 and 6 are located at first floor level and accessible by stairs and lift. Bull noses are clearly demarcated in KS2. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities. Our school Accessibility Plan is available on our website.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASC 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 2014, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be scaffolded and made more accessible by using visual, tactile and concrete resources. It is only on the advice of health or learning professionals that any pupil would be excused from any aspect of the National Curriculum.

### **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 accommodation and adaptation 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. Subject to reasonable adjustments being made, we ask that any child with SEN, disability or medical needs attends our extra-curricular activities.

### **Staff Expertise**

All of our teachers are trained to work with children with SEN. 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 useful websites.

Some of our TAs have specialist speech and language training which helps them to support children with difficulties. Other TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

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

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, considering 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 secure advice from Children's Services to support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to a community paediatrician, CAMHS (or to specialists within the Air Force medical services).

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained TAs who develop good, trusting relationships with the children.

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 SEN and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

### **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 the nursery - as smooth 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.

Enhanced transition arrangements are tailored to meet individual needs with the completion of a passport for learning for each SENS child.

### **Transition to Secondary School**

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO attends the transition reviews with the KS3 Lead and is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training, secondary scenario cards 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 2015.

The Governor with particular responsibility for SEND is Sybil Watson. She meets with the SENCO at least termly to discuss actions taken by 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.

## **Worcestershire's Local Offer**

The purpose of the local offer in Worcestershire 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. Worcestershire's Local Offer is available from the website [www.worcestershirelocaloffer.org.uk](http://www.worcestershirelocaloffer.org.uk).

## **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 non-judgmental attitude throughout the school.