



Hayeswood First School

Special Educational Needs and Disability Policy

Our Core values support us in delivering a school that welcomes and supports all children.

Respect	We respect ourselves, other people and the world around us
Reflect	We think about how we can make things better in how we learn and how we behave
Resilient	We engage fully, keep on trying even when it is hard and know that the harder we try the better we will be.

The National Inclusion Curriculum statement sets out three principles that are essential for teachers and schools to follow when developing an inclusive curriculum: setting suitable learning challenges, responding to pupils' diverse learning needs, overcoming potential barriers to learning and assessment for individuals and groups of pupils.

At Hayeswood we provide a broad and balanced curriculum. When planning, our teachers address potential areas of difficulty and how they can remove barriers to pupils' achievement. Teachers use appropriate assessment procedures to identify barriers to learning and set targets which are ambitious and challenging for ALL pupils. We are committed to working in line with the Code of Practice to ensure a timely graduated response for those who need additional support. Identifying the needs of the pupil at the earliest stage is essential so that we can provide effective provision and improve long-term outcomes for all the children, we do this with support from a variety of internal and external professionals.

A pupil has SEND when their learning difficulty or disability calls for special educational provision, namely provision different or additional to that normally available to pupils of the same age. The teachers take account of these requirements and make provisions to support individuals enabling them to participate effectively in curriculum and assessment activities. We also ensure we are mindful of every child's need to build independence skills and ensure additional support provided is appropriate for every individual.

The Equalities Act 2010 identifies that some pupils with disabilities may have learning difficulties that call for special educational provisions. However, not all children classed as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equalities Act. The Children and Families Act 2014 states that schools and academies are to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children also have SEND, their provision and support will be planned and delivered in a coordinated way with the healthcare plan.

The aims of this policy are:

- To create a learning environment and school culture that meets the special educational needs and disabilities of each child
- To ensure early identification of children's needs and early intervention to support them
- To enable each child to fully participate in school life and the curriculum. Pupils with SEND will generally be taught alongside their peers in mainstream lessons, with appropriate differentiation, ways-in and support to enable pupils to access the curriculum. There may be occasions when it will be more beneficial to withdraw the pupil for additional support but every effort will be made to offer access to the whole curriculum
- To focus on inclusive practice and removing barriers to learning (all children accessing the curriculum)
- To promote effective partnerships with outside agencies, pre-schools and middle schools.
- To identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities
- To involve young people, parents/carers and all appropriate outside agencies to support young people in decision-making
- To provide high-quality training for staff that enables them to support young people with special educational needs
- To ensure all young people with SEND are given the opportunity to develop independent skills for later life
- To work within the S.E.N.D Code of Practice, 2014

Legislation and guidance:

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

- Equalities Act 2010: Advice for schools (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)

- Schools SEN Information Report Regulations (2014)
- The Children and Families Act (2014)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Definition

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, 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 school.

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. Children and young people should not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught in school or because they have not made the expected progress in learning.

The SEND Code of Practice: 0 to 25 identifies SEN under four broad areas of need (sections 6.28 to 6.35):

1. Communication and Interaction (CI)
2. Cognition and learning (CL)
3. Social, emotional and mental health difficulties (SEMH)
4. Sensory and/or physical needs (S&PN)

Pupils may have needs in more than one category of need and we aim to ensure that plans match individual learning requirements.

Educational Inclusion:

In our school, we aim to offer excellence and choice to all our children, whatever their abilities or needs. We have high expectations of all of our children. We aim to achieve this through the removal of barriers to learning. We want all of our children to feel that they are a valued part of our school community. We respect the fact that children:

- Have different areas of needs within: Communication and interaction Cognition and learning Social, emotional and mental health difficulties Sensory and/or physical needs
- Require different strategies for learning and a range of different teaching approaches and experiences

- Acquire, assimilate and communicate information at different rates

Teachers respond to children's needs by:

- Providing support for children with communication, language and literacy
- Planning to develop children's understanding through their senses and varied experiences
- High-quality teaching and learning encouraging children's full participation in all areas of the curriculum
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Identification of need:

At Hayeswood First School we are committed to early identification of SEN and adopt a graduated response in line with the Code of Practice. If a concern is raised (by the class teacher/TA, child's parent or other adult), a range of evidence is collected through classroom assessment and monitoring processes and is used to assess gaps in learning. If the evidence suggests that a pupil is not making expected progress, the class teacher will decide on an appropriate level of support and/or intervention and will monitor its impact. If difficulties persist, the class teacher may adjust the support/intervention and seek advice from the SENDCo/Inclusion Team. A Record of Concern will be completed and the pupil will be added to the Monitoring Register. After a period of monitoring, the SENDCo will decide if the child needs to be added to the SEND Register and what further assessments or referrals may be appropriate. At all stages, parents are kept fully informed.

Levels of support (Graduated response):

- Quality First Teaching: Support that is offered to all children in the class and what teachers will do on a daily basis to differentiate for all abilities and needs i.e. differentiated curriculum and ability groups.
- Targetted: This level of support is where the class teacher will offer interventions that are different or additional to those provided as part of the school's usual working practices. The teacher, child and parent/carer will liaise to discuss this and will be kept informed of the progress achieved. This will be reviewed each term.
- Specific: This level of support is where the SENDCo, if not already involved will become involved if the teacher and Parents/Carers feel that the child would benefit from further support. The SENDCo will then take the lead to further assess the child's needs. If it is identified that the child will need support from outside services, we will consult with Parents/Carers prior to any support being actioned. In most cases, children will be seen in school by external agencies and support services. The school will work closely with the outside agency and Parent/Carers to

agree on outcomes to be achieved through the support, including a date by which progress will be reviewed.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs of the child, the child has not made expected progress, the school and the parents/carers may consider requesting an Educational Health Care Plan. To inform the final decision regarding the granting of an EHCP, the local authority will expect to see evidence of the action taken by the school as part of the graduated response. Children with an EHCP have an individualised EHCP Action Plan which details long-term outcomes and the smaller steps towards meeting them. These are working documents which are continually reviewed with a formal review at least yearly.

At Hayeswood we recognise that needs are sometimes affected by other factors, which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and strategies which may include referring the child to our Pastoral Support Worker for emotional/well-being support.

Below are some examples of other influences upon progress:

- Attendance and punctuality
- Behaviour where there is no underlying SEN
- Bereavement and family issues
- Disability where there is no impact on progress and attainment
- English as an additional language
- Health and welfare
- Looked after and previously looked-after children
- Pupil premium pupils
- Service children

Expertise and staff training

We are committed to ongoing training and development of all staff. Training needs are identified through a process of analysis of the needs of both staff and pupils as and when required and suitable opportunities are provided. The SENCo/Inclusion team will provide information on specific needs and training opportunities for new staff. The SENCo/Inclusion team will attend personal training through the Local Authority and Initio Learning SENCo network briefings. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Roles and Responsibilities

The Academy Committee has due regard to the SEND Code of Practice, the Children and Families Act (2014) and the Equality Act (2010) when exercising its duties. These will include:

- Ensuring that Hayeswood First School's arrangements are published on supporting disability and medical conditions, equality and school and SEN information pertinent to the SEND policy
- Ensuring that the necessary provision for any pupil identified as having special educational needs is secured.
- Ensuring that all teachers are aware of the importance of providing for children with SEND
- Ensuring that Parents/Carers are included in the decisions made in conjunction with the school where SEND provision is to be made for their child
- Identifying an AC member to have specific oversight of the school's provision for pupils with special education needs.

The Head Teacher has responsibility for day-to-day management of all aspects of the school's work, including the provision for children with SEND. The Headteacher keeps the Academy Committee fully informed and works closely with the SENDCo. The Head Teacher, Mrs Sharon Staddon is also the DDSL for the school. The Head Teacher and Academy Committee have delegated the responsibility for the day-to-day implementation of the policy to the Inclusion Lead.

The **Inclusion Lead** takes a leading role in the day to day management of children with special educational needs and responsibilities include:

- School SEN and Disability Policy
- Managing the day- to-day operation of this policy
- Working in conjunction with the Special Educational Needs and Disability Code of Practice
- Co-ordinating the support and provision for children's special educational needs
- Supporting and advising colleagues
- Record keeping of all of the children with special educational needs
- Creating links with Parents/Carers
- Creating links with external agencies and other support agencies
- Monitoring and evaluating the support and provision provided for the special educational needs of the children
- Reporting findings and evaluations to AC Members
- Managing a range of resources, both human and material, to enable appropriate provisions to be made for children with special educational needs
- Contributing to the professional development of staff at Hayeswood First School, Mrs Sarah Fairman, she is also the DSL and is the Pupil Premium Lead in the school.

Class teachers are all teachers of SEN and are aware of their responsibilities for pupils with SEND, in line with the SEND Code of Practice. Class teachers are initially responsible for the learning of their own pupils and for identifying, assessing and ensuring that provision is made for all the children in their classes through recording and monitoring progress. To achieve this, children with SEND will be offered an appropriately differentiated curriculum in order to ensure access to and success in the full range of subjects. They are only withdrawn from the classroom where provision is necessary to address a specific difficulty that cannot take place within the classroom setting. All teaching staff follow the school's procedures to identify, assess, plan for, do and review children with SEND and keep the class SEND documentation up-to-date.

Teaching Assistants (TAs) work to support pupils with SEN and their overall line management is the responsibility of the SLT and the SENCo. Pupils with an Education Health and Care Plan (EHCP) will have an allocation of funding, which is used under the guidance of the SENCo, SLT and class teacher. Support may be provided both on an individual basis and/or part of a small group, following local Hayeswood First School SEN and Disability Policy 3 authority guidance. Class teachers will work closely with all the teaching and support staff in their year group to ensure a consistent approach to children with special needs

Allocation of Resources:

Schools have an amount identified within their overall budget, and it is within this that the school provides high-quality appropriate support. The SENCo, Head of School and Academy Committee will establish a clear picture of resources that are available in the school. The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school. The Headteacher informs the Academy Committee of how the funding allocated will be deployed to support special educational needs. The Headteacher/ SENCo will decide on how to use funds directly related to SEND including statements/ EHCPs and is involved in the planning of the school development plan.

Parent Partnership:

The school works closely with Parents/Carers to support those children with special educational needs. We encourage an active partnership through ongoing dialogue with parents. This is an opportunity for Parents/Carers to come and discuss their child and for the SENCo to inform them of any outside support, or agencies that may be able to help them and to provide clear information relating to the education of their child.

The Headteacher / SENCo will hold regular meetings to review the work of the school in the area of special educational needs and discuss with the named Academy Committee member with

responsibility for this area. The Academy Committee will review this policy annually and consider any amendments in the light of the annual review findings or changes to codes of practice.

Admission and Transition

Hayeswood First School uses the local authority arrangement for school admissions. The agreement is mindful of national requirements supporting all pupils, including those who are disabled, in a fair and non-discriminatory way, securing admission to school. In addition to this, we make appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, we will liaise with the local authority, health services and parents to ensure that appropriate arrangements are made to meet individual needs. Hayeswood First School is committed to ensuring that parents have confidence in the arrangements for pupils on entry to our school, in the year-to-year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents and agree on the information that should be passed on to the next phase of education so that successful intervention, support strategies and learning experiences may be continued. The SENCo and class teachers are involved with regular exchange of information through:

- Advanced planning for pupils in year 4 transitioning to middle school
- Visits to/from pre-schools and middle schools
- Correspondence, liaison and meetings with SENCos
- Meetings with pupils
- Observing pupils in class
- Arranging for preliminary visits for pupils to their new schools
- Arranging induction lessons/sessions for pupils in their new schools
- Meeting with parents
- Attending Annual Reviews of pupils with EHCPs

In conclusion, Hayeswood First School works alongside the new SEND Code of Practice to provide all children and young people with special educational needs and disabilities to secure good outcomes in their education, health and social care which will make the biggest difference to their lives (DFES SEND code of practice).

Should a Parent/Carer wish to raise a complaint with the support and provision provided by the school for a child with special educational needs, and then they may do so by emailing Office@hayeswoodfirstschool.org marked for the attention of the school's Inclusion Lead. Any complaint received will be dealt with in line with the Initio Learning Trust Complaints Policy.

Reviewed: September 23

Next Review Date: September 24

