



Hanbury CE First School

SEND Policy

Adopted by	Hanbury CE First School Governing Body
Governors' Committee Responsible	School Improvement Committee Statutory
Status & Review Cycle	Annual
Staff Lead	SENCO
Date of approval	November 2023
Review date	November 2024

Our Vision...

Flourishing Through Love and Nurture

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. 6 Love does not delight in evil but rejoices with the truth. 7 It always protects, always trusts, always hopes, always perseveres.

1 Corinthians 13: 4-7

We flourish because:

We are a family founded on love and nurture

We build resilience for life

We are outward looking

We celebrate every step forward

Aims
<p>Our SEND policy aims to:</p> <ul style="list-style-type: none"> • Set out how Hanbury C of E First School will support and make provision for pupils with special educational needs and disabilities (SEND) • Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
Legislative Framework
<p><i>Hanbury CofE First School SEND policy for children with special educational needs or disabilities is governed and informed by the statutory framework set out in:</i></p> <ul style="list-style-type: none"> • Special Educational Needs and Disability (SEND) Code of Practice • Part 3 of the Children and Families Act 2014 • The Special Needs and Disability Regulations 2014
Roles and Responsibilities
<p><u>Role of the Governing Body</u></p> <p>The Governing Body must ensure that there is a qualified teacher designated as SENCO for the school. They have a responsibility for the strategic overview of and the implementation of the SEND policy. The day-to-day management and organisation of SEND at Hanbury C of E First School is the responsibility of the Head Teacher and SENCO. Governors will make sure that a review of the SEND policy is undertaken. All Governors, especially the SEND governor will ensure that they are up to date and knowledgeable about the school's SEND provision.</p> <p><u>Role of the SEN Governor</u></p> <ul style="list-style-type: none"> • Help to raise awareness of SEND issues at Governors meetings. • Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this. • Work with the SENCO and the Head teacher to determine the strategic development of the SEND policy and provision within the school. <p><u>Role of the SENCO</u></p> <ul style="list-style-type: none"> • In collaboration with the head teacher and the SEND governor, determine the strategic development of the SEND policy and provision at Hanbury C of E First School with the aim of raising the achievement of pupils with SEND. • Advise on the graduated approach to providing SEND support. • Liaising with and advising colleagues on all matters to do with SEND. • Contributing to the continuing development and training of school staff. • Overseeing the review and maintenance of records for all SEND pupils. • Overseeing the day-to-day operation of the schools SEND policy. • Coordinating provision for SEND pupils. • Organising and maintaining the records of all SEND pupils. • Liaising with the parents/carers of SEND pupils alongside the class teacher. • Liaising with middle schools when SEND pupils leave at the end of year 4. • Liaising with external agencies. • Work with the Head Teacher and governors to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements. • Advise on the schools delegated budget and other resources to meet pupils needs effectively. <p><u>The Role of the head teacher</u></p> <ul style="list-style-type: none"> • Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The Role of the Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Making appropriate adaptations to the curriculum and learning environment to ensure it is accessible to all pupils.
- Differentiating their teaching, for example, giving longer processing times. Pre teaching of key vocabulary, reading instructions aloud etc
- Using recommending aids such as coloured overlay, visual timetables etc
- 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Introduction

High quality teaching (Wave 1 graduated response) is that which is differentiated to meet the needs of the majority of children. Some children will need something additional to and different from what is provided for the majority of children; this is the special educational provision and we will do our best to ensure that provision is made for those who need it.

This SEND policy, alongside our graduated response, details how Hanbury C of E First School will work to ensure that the necessary provision is made for any pupil who has special educational needs. We will ensure that all staff in school are able to identify and provide for those pupils who special educational needs to allow them to join in the activities of the school.

The staff and governors of Hanbury C of E First School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transitions between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress, and achievement of SEND pupils.

Teaching and supporting such pupils is a whole school responsibility requiring a whole school response. Meeting the needs of SEND pupils requires teamwork between all those involved – School, LA, Parents/Carers, pupils, Children's Services, and all other agencies.

As an integral part of SEND provision we will ensure that:

- SEND children have their needs met.
- We have a whole school approach but recognising that class teachers, with guidance; have responsibility for the initial informal assessments and establishing individual education programmes.
- We will work hard to support parents/carers through the SEND process.
- Teachers are aware of the importance of early identification and of providing for SEND pupils that they teach.
- The SENCO maintains a confidential register of all pupils with SEND.
- Resources to support SEND pupils are available.
- Class teachers retain responsibility for pupils with SEND and compile the provision maps or IEPs for pupils.
- Continuing Professional Development needs are reviewed annually in order that staff can better meet the needs of children with SEND.

- SEND pupils are integrated into the life of the classroom. In addition, they have access to individual and small group work.
- There is a smooth transition at each stage of transition.

Definition of SEND

Students have SEND if they have difficulty which calls for special provision to be made for them e.g., which is additional to or different from differentiated curriculum plans. Hanbury C of E First School regards pupils as having SEND if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Children's needs cannot be met universal or adaptive teaching

Pupils **MUST NOT** be regarded as having SEND solely because the language or form of language of their home is different from the language in which they are taught. Pupils **ARE NOT** automatically considered SEND if they have a formal diagnosis, are behind Age Related Expectations and or are making slow progress.

Identification, Assessment and Provision

Graduated response

Hanbury First School will adopt a graduated response to meeting SEND that requires the additional use of classroom and school resources before bringing in specialist expertise. When a pupil is identified as having SEND, the school will intervene as described below. Such interventions are a means of helping Hanbury C of E First School and parents match provision to an individual's needs.

Early Concerns

The progress of pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation and support within the classroom and a record is kept of strategies used. There may also be Class Teacher observations to gather evidence support the level of need.

Single Category of SEND

Under the SEND Code of Practice 2014 the approach to identifying SEND will be through a single school-based category of SEND, identified from the following categories:

Cognition and Learning Needs. These include:

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

Communication and Interaction. This includes:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorders (ASD)

Sensory and/or Physical Needs. These include:

Visual Impairment (VI)
Hearing Impairment (HI)
Multi-Sensory Impairment (MSI)
Physical Disability (PD)

Social, Emotional and Mental Health Difficulties.

Identification

A pupil is identified as needing provision additional to or different from that provided as part of normal class-based activities provided by high quality first wave teaching and targeted intervention. Should cycles of plan, do, assess, review result in no progress or development

this may result in the involvement of the SENCO once all other causes of limited progress have been investigated.

Evidence will be presented, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress, even when teaching approaches are targeted particularly towards a pupil's proposed area of weakness.
- Shows signs of difficulty in developing literacy and numeracy skills which result in poor attainment in some curriculum areas.
- Presents persistent social and emotional difficulties which are not alleviated by the behaviour techniques employed by the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Makes slow progress in developing literacy and numeracy skills.
- Has emotional and behavioural difficulties which substantially and regularly interfere with the pupils learning or that of the class, despite having an individual behaviour management programme.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

The Head teacher and SENCO will further assess the pupil and support for the individual will be discussed and action taken.

Early discussions with parents/carers are encouraged when identifying whether a child needs special educational provision. These discussions are to make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The parent's concerns are considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Records of these discussions should be kept, and the parents/carers will be informed if their child has been placed on the SEN register. Parents/carers are entitled to at least 3 meetings per year with the Class Teacher to discuss the needs, progress and review any targets if there is a need for them.

It may then be decided, in consultation with the parents/carers and pupil, to involve external support services provided by the Local Authority and/or other agencies. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform planning and help measure the pupil's progress. In some cases, they may provide support for particular activities.

Statutory Assessment of SEND

In very few cases, if a pupil continues to demonstrate significant cause for concern despite interventions at school, a request may be made to the LA for statutory assessment for an Education, Health Care Plan (EHCP).

This will decide the nature of the provision necessary to meet the needs of the pupil. If this cannot be reasonably met by the school, then the LA may provide additional resources. Where a request is made, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the authority detailing:

- The school's current provision
- Child's records
- Records of regular reviews and their outcomes
- The pupil's health, including the pupil's medical history where relevant
- Attendance
- National Curriculum attainments in literacy and numeracy
- Assessments and feedback from external agencies
- Views of the parents/carers
- Involvement of other professionals' e.g., Social services, GP.

Assess, Plan, Do, Review

SEND students may be identified through the teacher's observations and assessment, standardised assessments, progress checklists, target setting, parental/carer concerns or by external agencies.

Plan

Where it is decided to provide a pupil with SEN support, the parents must be notified. The teacher and the SENCO should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do

The class teacher should remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil, working closely with the teaching assistants involved, to plan and assess the impact of interventions. The SENCO should support the class teacher in the further assessment of the pupil's strengths and weaknesses, in problem solving and advising on the effective implementation of support

Review Process

Targets are to be reviewed at the end of a strategy or intervention, with input from the pupil, parent/carer, teacher and support staff and outside agencies (if applicable). Targets will be implemented, as far as possible, in the classroom setting. The delivery of interventions will continue to be the responsibility of the class teacher.

Pupils with a Statement of Educational Need or EHCP will have targets which have been established after consultation with parents/carers and external agencies. All statements and EHCP's will be reviewed annually, with the review taking place in school. The parents/carers, the pupil and involved professionals will be invited to consider the progress made by the pupil in achieving targets set and whether any amendments need to be made. The SENCO will then discuss the outcomes of the review and inform the local authority.

Pupil Voice

Opportunities are provided for children to express their thoughts, feelings around their needs.

Extra-Curricular Activities

- All our extracurricular activities and school visits are available to all our pupils.
- Where appropriate risk assessments have been carried out, all pupils are encouraged to go on the Year 4 residential trip.
- All pupils are encouraged to take part in sports day/school plays etc
- No pupil is ever excluded from taking part in these activities because of their SEND.

Allocation of resources

- Resources are allocated to support children with identified SEND and support is based on the level of need for individuals and cohorts.
- Each year, provision is mapped to show how we allocate human resources to each year group, this is also reviewed regularly.
- Support may take the form of differentiated work in class, support from a teaching assistant in focused intervention in groups, or for individuals.
- Where necessary specialist equipment, books or other resources that may help the child are purchased.

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 baselined interventions after no more than 6 weeks.
- Using pupil voice.
- Monitoring by the SENCO.
- Children's individual records.
- Holding annual reviews for pupils with EHCPs.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. From here you may be directed to the SENCO and the Head teacher. You will then be referred to the school's complaint policy.

SEND Information Report

Hanbury C of E First School will ensure that the SEND information is accessible on the school website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required should include:

- Identifying children with SEND and assessing their needs.
- Assessing and reviewing children's progress towards outcomes, including the opportunities available to work with parents/carers and pupils as part of this assessment and review.
- Supporting children in moving between phases of education.
- Adaptations to curriculum, teaching and learning environment and access to additional resources.
- Securing expertise amongst teachers to support children with SEND.
- Assessing and evaluating the effectiveness of the provision they make for children with SEND.
- Enabling children with SEND to have access to facilities and extracurricular activities available to all children in the setting.
- Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children with SEND.
- Named contacts for parental concerns.

Evaluating the SEND policy

Governing body to review policy alongside the Head teacher and SENCO.