Hughenden Primary School

Working together, Empowering Lives, Enriching Minds

HPS Special Educational Needs and Disability Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2015.

Approved by:	Full Governing Board	**Date:** 9th February 2022
Last reviewed on:	December 2021	
Next review due by:	December 2022	

Spring Valley Drive, Hughenden Valley, Bucks, HP14 4LR Tel No: 01494 562501
Email: office@hughendenprimary.co.uk www.hughenden.eschools.co.uk

SECTION 1: INTRODUCTION

Hughenden Primary School has a strong ethos of inclusion. This policy outlines clearly our philosophy and approach to inclusion and underpins all aspects of school life and complies with the statutory requirement laid out in the SEND Code of Practice 0-25, January 2015.

This Special Needs and Disabilities Policy addresses issues specifically relevant to children with special needs and disabilities and should be read in conjunction with our Equalities Duty Framework Policy.

Definition of Special Educational Needs and Disability
A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
A child of compulsory school age has a learning difficulty or disability if 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

Some children 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".

This definition includes children with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition to prevent them being put at a substantial disadvantage. The school will make every effort to make reasonable adjustments in advance of a child with disabilities joining the school to prevent that disadvantage.

Our school believes that every pupil has an entitlement to develop to their full potential and we provide educational experiences to develop children's achievements and recognise and celebrate their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school we recognise a child's right to a broad, balanced, relevant and challenging curriculum appropriate to their individual abilities, needs, talents and personal qualities.

At Hughenden Primary School we strive to support all children to enable them to achieve their potential. The policy has been written with reference to the following guidance and documents:

- Annual SEN Information Report
- Equality Act 2010
- SEND Code of Practice 0 -25, January 2015
- Schools SEN Information Report Regulations, July 2014
- The National Curriculum in England: July 2014
- HPS Supporting Pupils with Medical Needs Policy
- HPS Safeguarding Policy
- HPS Accessibility Plan
- HPS Behaviour Policy
- HPS Exclusions Policy
- HPS Anti-Harassment Anti-Bullying Policy
- HPS Equalities Duty Framework Policy

- HPS Accessibility Plan
- HPS Health & Safety Policy
- Teachers Standards July 2011 (introduction updated June 2012; latest terminology updated December 2021)

This policy was developed to reflect the SEN Code of Practice 2015 by the school's Special Educational Needs and Disability Co-ordinator (SENDCO) and SEND Governor, in liaison with the school's Senior Leadership Team. The policy is ratified by the full Governing Body and is available to stakeholders, including parents/carers, families on the school's website.

SECTION 2: AIMS

Hughenden Primary School believes that each pupil has individual and unique needs, however some pupils require more support than others to achieve their full potential and we recognise this and plan accordingly. Hughenden Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment and give them meaningful access to the National Curriculum.

The school aims to give all children an appropriate education that is particular to their needs, promotes high standards and the fulfilment of potential, which enables them to:

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

A member of the Governing Body and the Curriculum sub-Committee has specific oversight of the school's arrangements for SEN and disability.

The School Leaders regularly review how expertise and resources in the school are used to address SEN to build on the quality of whole-school provision as part of their approach to school improvement. The quality of teaching for pupils with SEN, and the progress made by pupils, are a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and/or health needs;

2. To work within the guidance provided in the SEN code of Practice, 2015;

3. To create a child centred approach for pupils with SEN where they can experience success and grow in confidence;

4. To operate a whole pupil, whole school approach to the management and provision of support for special educational needs;

5. To operate an outcome led, whole school strategy for the management and provision of support for those with special educational needs and/or health needs;

6. To appoint a qualified teacher as a Special Educational Needs and Disability Co-ordinator who will provide support, advice & training for all staff working with special educational needs pupils;

7. To work collaboratively with parents, other professionals and support services.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Hughenden Primary School follows the guidance of the SEND Code of Practice 2015 and Buckinghamshire Guidelines which use a graduated approach to the identification, assessment and provision for pupils with Special Educational Needs and Disabilities. The School carefully monitors the progress and attainment of all pupils and quickly identifies those not making adequate progress in line with expectations or those with differing social, emotional and mental health needs.

3.1 There are four broad areas, identified below, that give an overview of the range of needs of children attending Hughenden Primary School. The purpose of identifying a child's special educational needs is to work out what action the school needs to take, not to fit a pupil into a particular category, as individual children often have needs that cut across all these areas and their needs may change over time.

3.2 The school will identify the range of an individual child's needs, not simply the primary need. The support provided to an individual child will be based on a full understanding of their particular strengths/needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty. Where necessary specialist equipment or software will be provided.

3.3 **Communication and interaction:**

- Children and young people 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. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives;
- Children and young people with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome, 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.

3.4 **Cognition and learning:**

- Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation;
- Learning difficulties cover a wide range of needs, including **moderate learning difficulties** (MLD), **severe learning difficulties** (SLD), where children 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 children 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.

3.5 **Social, emotional and mental health difficulties**:

- Children 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 children may have disorders such as **attention deficit disorder, attention deficit hyperactive disorder** or **attachment disorder**;
- Hughenden Primary School has clear processes to support children, including how the school will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

3.6 **Sensory and/or physical needs:**

- Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided;
- These difficulties can be age related and may fluctuate over time. Many children with **vision impairment** (VI), **hearing impairment** (HI) or a **multi-sensory impairment** (MSI) will require specialist support and/or equipment to access their learning, or habitation support;
- Children with an MSI have a combination of vision and hearing difficulties;
- Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

3.7 The School also recognises that some pupils may have a defined 'disability' under the Equalities Act 2010 and we will make reasonable adjustments for that pupil, but they may not be considered as SEN.

3.8 The School will also consider those pupils with other barriers to progress and attainment which may be linked to the following circumstances, though they also may not be considered as SEN. These circumstances include:

- Attendance and Punctuality;
- Health and Welfare, Safeguarding;
- English as an additional language;
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child (fostered or living in a care home);
- Being a child of Serviceman/woman.

3.9 Identifying 'behaviour' as a need is no longer an acceptable way of describing SEN, the underlying cause should ideally be identified. Therefore, any concerns relating to a child's behaviour will be identified by the School so that appropriate support is provided.

3.10 Hughenden Primary School uses the following methods to identify pupils with SEND:

- Feedback from classroom teachers;
- Classroom observations;
- Concerns raised by parent/carers or the child;
- Information from feeder Nurseries passed on prior to transfer into Foundation Stage;
- Year 1 Phonics Screening Test;
- Regular formative teacher assessments and tests e.g. Spelling test, Mental Maths test;
- Termly summative teacher assessments and tests e.g. end of term assessments, optional SATs;
- Analysis of End of KS1 SATs results and Teacher Assessment;

- Termly pupil progress meetings with the Class Teachers, Subject Leaders and Senior Leadership Team (SLT). The SLT analyses all year group data termly;
- Referrals from outside agencies;
- Liaison with outside agencies, e.g. Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Pupil's own GPs, Specialist Teaching Service.

SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT

4.1 Hughenden Primary School uses various methods and tools to present learning opportunities to children and carefully differentiate tasks and outcomes to match individual needs. Quality first teaching is found throughout the school as every teacher is responsible for teaching all children within their class including those with SEN. During lessons it is the teacher's responsibility to differentiate learning. However, for some children there are occasions during their school life when additional support may be needed for a period of time to help them to achieve their targets. For others further, additional support may be needed from the outset and an Education, Health and Care Plan (EHCP) may be required. The EHCP outlines a pupil's needs and identifies the support, facilities and resources that must be provided. Teaching staff are given training on strategies to use in the classroom with pupils who have specific needs.

4.2 When a pupil is identified as not making the expected progress a discussion will take place between the child's teacher and their parents/carers to discuss the child's needs and possible strategies for support. A support plan will be put in place to outline the additional provision the pupil will receive to help their learning. The child will be identified internally as **School Aware (SA)**. Additional support may be delivered by a Teaching Assistant under the direction of the class teacher in either a one to one or group setting.

4.2.1 **SA (School Aware)**: for those children whose needs may not be met through normal class differentiation, the class teacher will provide some additional support in class and/or temporary interventions to support the child further. This targeted support will be monitored closely and the class teacher will inform the SENDCO about progress. Generally, these are short term interventions which work on a specific area for the child and often see rapid improvement.

4.2.2 '**K' SEN Support**: Following at least four cycles of 'assess, plan, do, review' over a minimum of two terms, whereby the child's needs are identified in the support plan and provision put in place to help them is monitored regularly; a child may then be placed on the SEN Register as **K SEN Support** if expected progress has not been made. This document is used for the school's annual census and recorded on the SIMS office system. Their parents will be notified. The class teacher will produce an individual Support Plan for the child showing the support they will receive, which will be shared with the child and their parents.

Outside Agencies may be involved along with the Education Psychologist and/or other Local Authority or Health Professionals at this stage.

4.3 If a pupil is deemed to have significant needs, the school may apply to the Local Education Authority (LEA) for an Education, Health and Care Plan (EHCP).

4.4 Specialist equipment may be used e.g. writing slopes, sensory cushions, pencil grips, specialist seating/footrests, Dictaphones, laptops, cameras/visualisers.

4.5 Where necessary, adaptions will be made to the learning environment to accommodate individual pupils e.g. seating positions, lighting, large or coloured print & paper.

4.6 Intervention groups, run by teaching assistants, target specific areas of the curriculum such as phonics, basic literacy and numeracy skills. Intervention programmes vary in length; pupils are withdrawn from non-core lessons in order for the intervention to take place.

4.7 Hughenden Primary School uses a wide variety of additional interventions which can support pupils. These include:

- Read, Write Inc. for Phonics;
- Nessy for Dyslexia;
- RMeasimaths;
- Toe by Toe for dyslexic pupils;
- The Power of Two for Numeracy;
- Language Link intervention groups;
- Occupational Therapy, Physiotherapy Therapy activities;
- Social Stories Groups and Nurture Groups;
- Pupil specific interventions may also be offered depending on the individual needs of the pupil.

4.8 Some pupils with SEN may require more expert support from an outside agency such as Speech & Language Therapists, Specialist Teaching Service Teachers, Child and Adolescent Mental Health Services (CAMHS), etc.

4.9 Any additional adult support is carefully managed to ensure that it is not unduly intrusive. However, SSA hours on a child's EHC Plan does not necessarily mean that the child is automatically entitled to 1:1 support in all lessons. Group support provided by a Teaching Assistant is often more conducive to the child's needs and can help to foster independent learning.

4.10 Access arrangements may be made for Year 6 exams where a specialist report identifies a need. Types of provision may include the use of a laptop, use of a scribe, use of a reader, extra time for completion of the test or movement breaks. Applications for access arrangements have to be submitted to the Department for Education and the support a pupil may receive is dependent on the scores they receive in specified tests alongside their history of need.

4.11 Where there is an identified medical need further arrangements can be made following written advice from medical professionals.

4.12 Emotional and social development is supported on a personalised basis. Some pupils require more targeted support which is offered in School through social skills groups, Forest School, Nurture Group or Music Therapy; in addition, the School Nurse, MHST or CAMHs support may be requested to offer pupils counselling & further help with more specific problems.

SECTION 5: MONITORING & EVALUATION OF PUPILS ON THE SEN REGISTER

5.1 Pupils who have support plans (K on SEN Register) or EHC plans have termly reviews with the Class Teacher to assess how pupils are performing in relation to their personal targets. These usually occur at Parents Evenings each term, where updated support plans are available for parents to take home.

5.2 In addition, pupils with an EHC Plan will have a formal review each academic year (Annual Review). Parents and any agencies involved with the pupil will be invited to this meeting to discuss progress and the provision which is in place. Some pupils being supported individually by a teaching assistant may require more frequent communication with the parent/ carer and it may be appropriate to use a communication diary in this instance.

5.3 Assessments in preparation for reviews may be carried out by outside agencies such as the Speech and Language Team or an Educational Psychologist as deemed appropriate, as well as internal assessments by school staff to monitor progress.

5.4 Pupils may also take part in modified assessments during termly assessment weeks (October, February & May) along with their peers.

5.5 All interventions and support are monitored, tracked and evaluated by the SENDCO and overseen by the SLT. Effectiveness of provision for pupils with SEN is evaluated in the following ways:

- Observations of pupils, teachers and teaching assistants;
- Pre and post intervention testing and analysis of the data collected;
- Analysis of pupil progress data, by Class Teachers, SENDCO and Senior Leadership Team;
- Liaison with parents/carers;
- Liaison with outside professionals (where relevant)
- Monitoring of procedures and practice, e.g. through school self-evaluation processes;
- Termly monitoring of procedures and practice by the SEND Governor;
- Any external evaluation, or inspection, which enables the School to evaluate and compare the success of provision with other schools.

5.6 The level of provision is decided through the 'assess, plan, do review' cycle as detailed in the SEND Code of Practice 2015. The SEN Team for Buckinghamshire Council require that here should be at least 4 cycles of 'assess, plan, do, review' in school over a minimum of two terms before further support is sought.

5.7 Further support is usually defined in 3 ways:

<u>1). Referral to an outside agency for further assessment.</u>

Referral to specialist dyslexia teacher, paediatrician, school nurse, speech & language therapist, occupational therapist for example.

<u>2). Application for a Higher Needs Funding Bid.</u>

Generally, this will occur after all other referrals in 1). above have been completed. A Higher Needs Funding Bid is an application for additional funds which will allow the school to resource meeting the pupil's needs for a defined period of time, i.e. additional resources may be allocated for a period of one or two terms, up to a maximum of 2 years. It is hoped that the child's needs are likely to be short term and may be managed by the introduction of additional resources for a specific period of time.

<u>3). Application for an Education, Health & Care Plan (EHCP).</u>

If the child's needs are deemed to be long term and life affecting then an application for an EHCP would be deemed appropriate. This is also possible after several Higher Needs Funding Bids have been awarded and the child's difficulties are persistent.

5.8 If sufficient progress and attainment is achieved and maintained over a period of time then a child may be removed from the SEN register and their parents/carers informed in writing.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Further information about Hughenden Primary School's Local Offer can be found at Local Offer webpage. https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=j0EpW0y-YwY

6.1 At Hughenden Primary School, parents are valued partners in their child's education. All parents are encouraged to discuss any concerns, issues or successes by arranging a meeting with their child's class teacher at the earliest opportunity. The teacher may observe the child further and/or consult with other teachers and the SENDCO before feeding back to parents about their concerns and next steps. If, after consulting with the teacher, parents are still concerned then they are welcome to contact the SENDCO.

6.2 When a child transfers from one school year to the next, records and plans are also transferred to the new class teacher so that continuity is maintained. Parents are encouraged to arrange an appointment with the new class teacher to assist in the handover. However, as children can develop or mature quite considerably over the summer, it is preferable to wait until the new school year and give the child a chance to settle in the new environment. This will give the class teacher time to have some observations to suggest or comment upon.

6.3 Parent/teacher consultation evenings are held in the Autumn and Spring terms. These are a chance for parents to meet with teachers to discuss their child's learning and progress including areas in which they need extra support or additional challenge. The children are welcomed and encouraged to be a part of these meetings so they are able to hear how well they are doing and what targets they have to make their next steps of progress. A further opportunity to meet formally with teachers is available after publication of the End of Year Report in July.

6.4 In addition to Parent's Evenings, an Annual Review takes place for children with an EHCP once per academic year. Parents and children are encouraged to attend to offer their views in person as well as in writing. The SENDCO sets the dates of the Annual Reviews in the School diary and parents are notified of the date and invited to attend at least 6 weeks prior.

6.5 Good links exist between Hughenden Primary School and its feeder pre-schools/nursery schools. Class Teachers and Teaching Assistants (TAs) are encouraged to visit pre-schools/nurseries, especially during the summer term, to meet and assess children who will transfer to the school in September. Pre-school/Nursery staff are also invited to visit the School Foundation Stage class. Where necessary, the SENDCO will also attend visits for children who are already known to have special educational needs or disabilities.

6.6 In addition, Hughenden Primary School welcomes the teachers and SENDCOs from local secondary schools, to which its Year 6 pupils are transferring, to meet children and Year 6 teachers and discuss pupils' achievements and needs. Observations may be made on request and SEN records and other relevant documents are passed on to pupils' new schools.

For children with EHCPs, transition arrangements are agreed at the pupil's Year 5 Annual Review which is always held in the Spring term.

6.7 **Links with other professionals**

Close links are maintained with the Local Authority Support Services to ensure that the school makes appropriate provision for pupils with special educational needs. Where it is necessary to contact external agencies, the SENDCO will plan and consult with parents/carers accordingly. These agencies include, but are not limited to:

- Educational Psychologists;
- Specialist Teaching Service (Visual Impairment team, Hearing Impairment Team, Down's Syndrome Team, ASD Team, Physical Disabilities Team);
- Speech and Language Service;
- Occupational Therapy Service;
- School Nurse;
- Pupils' GPs;
- Social Care;
- Woodlands Pupil Referral Unit;
- Child and Adolescent Mental Health Services (CAMHS);
- Mental Health Support Service (MHST);
- NHS Services e.g. Physiotherapists, Paediatricians.

6.8 Admission arrangements:

The admission arrangements for children with SEN and without an EHCP are no different than for other children. Please refer to the school's admissions policy. If a child has an EHCP, parents have the right to specify Hughenden Primary School if, after investigation, they feel it is the school most suitable to meet their child's needs, even if they are outside the catchment area of Hughenden.

6.9 Grammar schools and the Transfer Tests It is the parents' responsibility to notify the school that they request reasonable adjustments to the Transfer Tests to be considered for their child. A parent must advise in writing the Headteacher that they believe their child is disabled, the school is responsible for notifying the LA (as the secondary testing administrator), of that assertion. All evidence to support this request must be provided by the Parents.

As the secondary Transfer Tests are not compulsory, parents together with the Headteacher should consider whether a child's specific Special Educational Needs would make him/her suitable to be placed in a grammar school and hence whether it would be appropriate for that child to take part in the secondary transfer testing process.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010

Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision so the SEN Code of Practice (2015) is adhered to.

The school has adopted the statutory guidance 'Supporting Pupils at School with Medical Conditions', which was issued by the DfE in 2015. The school has adopted and amended the County Model Policy to support pupils with temporary or lifelong medical conditions.
http://www.hughendenprimary.co.uk/website/policies/160203

SECTION 8: TRAINING AND RESOURCES

8.1 SEN Funding

April 2013 the government made changes to the way that SEN funding is provided to schools. The funding changes do not change the legal responsibilities of schools and local authorities for children with special educational needs. Funding is agreed locally and is given to school under three main headings:

- Element 1: Schools get most of their funding to support pupils with SEN based on the total number of pupils in the school. This is the core budget for each school and it is used to make general provision for all pupils including pupils with SEN.

- Element 2: Every school receives an additional amount of money to help provide special education provision to meet children's SEN. This is called the notional SEN budget. The amount in this budget is based on a formula set by the Local Authority. In Bucks, prior attainment and deprivation are used to calculate the total amount of money a school receives. The Government now require that schools use this funding to pay for the first 13.5 hours of support before additional funding can be applied for. Additional support means that which is over and above the standard teaching and learning available within the school. This additional support is to facilitate the pupil's access to the curriculum.

- Element 3: It is expected that the needs of almost all mainstream children can be met through the school budget; however, there will always be a small number of children whose needs are so complex or unusual that money to support them can only be allocated on an individual basis. In these cases, the school can apply locally for 'Top-Up Funding'. If a school can show that a pupil with SEN has 'exceptional' needs that could not be predicted, it can request "High Needs Block Funding".

8.2 Application for Top-Up Funding

The school will make a request for 'Higher Needs Block Funding' when, despite an individual programme over time, the school cannot continue to meet the needs of a young person without additional resources, funding or access to a specialised provision or resource.

The funding may be allocated for a maximum of two years and it may be more appropriate to a child than an EHC Plan. Before applying, the school must demonstrate that over £6,000 has already been spent in order to support the child.

8.3 **Training**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the monitoring and evaluation of SEN provision. The SENDCO and SLT identify the professional development needs of staff, so that Continued Professional Development (CPD), when required, is closely linked to the School Development Plan and performance management process and can be delivered in-house by the SENDCO or by appropriate outside bodies.

Staff who attend SEN training courses disseminate information at staff meetings. In addition, whole school in service training sessions are arranged, as appropriate, in response to particular needs within the school.

The school's SENDCO regularly attends the LA's SENDCO network meetings in order to keep up to date with local and national updates in SEND.

8.4 Criteria for Exiting the SEN Register:

As a pupil starts to make adequate progress (as outlined in the SEN Code of Practice), support will gradually be reduced. Where a pupil continues to make adequate progress without the requirement for provision that is additional to or different from that which is provided as part of Quality First Teaching, the pupil may be removed from the SEN register. Their progress will continue to be carefully monitored and reviewed regularly. Their parents/carers will be notified.

SECTION 9: ROLES AND RESPONSIBILITIES

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet a child's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The Governing Body in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs.

The **Governing Body** is responsible for:

- Appointing a member of the governing body or sub-committee with specific oversight of the school arrangements for SEN and disability;
- Ensuring that there is a qualified teacher designated as SENDCO for the school;
- Taking account of SEN pupils when planning all matters for the school as a whole. The GB believes that good SEN provision benefits all pupils;
- Working with the Headteacher and SENDCO to determine the school's general policy and approach to provision for children with SEN and ensuring that appropriate staffing and funding arrangements are put in place.

The Children and Families Act 2014 requires the Governing Body to publish a report on their website detailing how they have implemented their policy for pupils with Special Educational Needs and Disabilities (SEND) and the outcomes for these pupils. The information is updated annually and any changes occurring during the year will be updated accordingly.

The **Headteacher** is responsible for:
• Regularly reviewing how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement;
• The quality of teaching for pupils with SEN, and the progress made by pupils;
• Identifying any patterns in the identification of SEN both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching;
• When necessary, arranging appropriate specialist training for relevant teaching staff and ensuring that general learning and information is disseminated to all staff via in-service training;
• Setting TA performance management targets and ensuring they have the resources to achieve them;
• Keeping the governing body informed about SEND issues;
• Working closely with the Special Educational Needs and Disabilities Co-ordinator (SENDCO);
• The deployment of all special educational needs personnel within the school;
• The overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as whole.

The **Special Educational Needs Co-ordinator (SENDCO)** is responsible for:

- liaising with and advising other school staff;
- meeting with Class Teachers each term to review progress or more frequently if required;
- ensuring that regular meetings are held, normally once a term, to review SEN Support Plans and that parents are invited;
- ensuring there is daily informal contact between all staff to monitor individual pupils and to discuss concerns;
- helping staff to identify pupils with special educational needs or disabilities;
- carrying out observations of pupils with specific learning problems;
- supporting class teachers in devising strategies, drawing up individual support plans, setting targets appropriate to the needs of the pupils;
- advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom;
- liaising with the parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- maintaining the school's SEN register and SEN records;
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of topic/term/year tests, optional and actual SATs, etc;
- contributing to the in-service training of staff;
- liaising with the SENDCO in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- meeting with the SEN Governor, to review and monitor SEN children's progress

Class Teachers are responsible for:

- The progress of all pupils in their class including those with SEN;
- Including SEN pupils fully in their delivery and teaching of the National Curriculum by providing appropriately differentiated learning outcomes for SEN pupils. This means that wherever possible all children will follow similar curriculum and lesson plans but that their objectives and levels of work will be set according to their needs and abilities;
- Liaising with the SENDCO as necessary to obtain advice and strategies to support learning and inclusion in the classroom;
- Monitoring and tracking all pupils' progress to assist the early identification of learning difficulties and alerting parents at the earliest opportunity of their concerns to enlist active help and participation;
- Feeding back to parents how a child is progressing towards their SEN learning outcomes, including planned reviews;
- Ensuring that lunchtime supervisors and any other additional teachers (e.g. Supply teachers, visiting specialist music/ sports etc. teachers) are given necessary information relating to the supervision of pupils including possible behaviour management tactics;
- Day to day operation and management of SEN interventions in their class/year group;
- Making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEN giving feedback to parents of pupils with SEN.

Teaching Assistants (TA) are part of the team who together with the SENDCO and class teachers support pupils' individual needs and help with the inclusion of pupils with SEN within the class. The Teaching Assistants play an important role in implementing support plans and monitoring progress. Where pupils have an Education Health Care Plan (EHCP) TAs contribute to review meetings and help all pupils with SEND to gain access to a broad and balanced curriculum.

Teaching Assistants should:

- Support pupils' individual needs, where directed;
- Help with the inclusion of pupils with SEN within the class;
- Implement and manage the differentiated programs prepared by the teachers/SENDCO;
- Monitor and feed back progress to teachers on pupils' responses to tasks and strategies;
- Ensure that recommended or requested learning support aids and programmes are utilised appropriately and consistently;
- Contribute to review and planning meetings regarding successes and concerns, including SEN Support Plans, MAPPs, and EHCP reviews;
- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEN.

Midday Supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENDCO in relation to behaviour management and other issues for particular pupils.

People with Responsibilities

- Julie Wainwright, SENDCO;
- Pat Beveridge, SEND Governor;
- Designated staff with specific Safeguarding responsibilities:
  Joanne Garlick, Interim Headteacher, Julie Wainwright DSL, Saima Shafique, Deputy DSL.

SECTION 10: STORING AND MANAGING INFORMATION

All SEN data is stored following guidelines recommended under the General Data Protection Regulations (GDPR) which came into force on 25th May 2018. Please refer to our school policy on GDPR. This can be found here:
http://www.hughendenprimary.co.uk/website/policies/160203

SECTION 11: REVIEWING THE POLICY

This policy will be reviewed by the SENDCO and the SEND Governor in December 2024, in liaison with the Senior Leadership Team. The reviewed policy will be agreed at the Full Governing Body in the Spring Term.

SECTION 12: ACCESSIBILITY

Hughenden Primary School is DDA compliant. All classrooms are at ground level accessed via wide doors and with appropriate ramps/handrails as required.

The school has made additional adaptations for pupils with specific requirements, e.g. visually impaired pupils – yellow hazard tape around door frames; and for physically impaired pupils – adapted chairs, steps, handrails & toilet arrangements.

Personal Emergency Evacuation Plans (PEEPs) are in place for every child with a physical difficulty or other disabilities to ensure their safety in the event of a fire or other emergency.
Evacuation and Lock down procedures are in place and practised regularly with pupils and staff.

SECTION 13: DEALING WITH COMPLAINTS

- It is in everybody's interest to try and resolve concerns informally without invoking formal complaints procedures. If parents are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the class teacher.
- If the parent is not satisfied with the class teacher's comments or the situation does not improve then they should arrange an appointment with the SENDCO stating clearly what they are unhappy about and what they would like to see happen regarding their concern.
- If a parent has spoken to both the class teacher and SENDCO and still feels the issue is not resolved satisfactorily, then they may wish to make an appointment to see the Headteacher.
- Further advice or guidance may then be sort by contacting the SEND Governor.
- Hughenden's complaints policy can be found here: http://www.hughendenprimary.co.uk/website/policies/160203

SECTION 14: SUPPORT FOR PARENTS/CARERS

The Buckinghamshire SEND IAS (SEND Information Advice and Support) **Service** is available to offer independent advice to parents/carers about issues regarding SEND. Their contact details are listed below:
Telephone: 01296 383 754 (helpline 24-hour answerphone) Email: sendias@buckscc.gov.uk
Website: http://www.buckscc.gov.uk/education/bucks-send-ias/

SECTION 14: EQUALITY, DIVERSITY, INCLUSION AND COHESION

The School's Equality, Diversity & Inclusion Policy and the Anti-Harassment Anti-Bullying Policy (which has been developed in full consultation with staff, governors and parents) can be found here: http://www.hughendenprimary.co.uk/website/policies/160203

SECTION 15: LINKS WITH OTHER POLICIES.

This SEND Policy must be read in conjunction with the following:

- Annual SEN Information Report
- Schools SEN Information Report Regulations, July 2014
- Equality Act 2010
- SEND Code of Practice 0-25, January 2015
- The National Curriculum in England: July 2014
- HPS Safeguarding Policy
- HPS Supporting Pupils with Medical Needs Policy
- HPS Behaviour Policy
- HPS Exclusions Policy
- HPS Anti-Harassment Anti-Bullying Policy
- HPS Equalities Duty Framework Policy
- HPS Accessibility Plan
- HPS Health & Safety Policy
- Teachers Standards July 2011 (introduction updated June 2012; latest terminology updated December 2021)

SECTION 16: APPENDICES

- Link to Hughenden Primary School policies referred to in this policy: http://www.hughendenprimary.co.uk/website/policies/160203

- Link to Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service (formerly Parent Partnership): https://www.buckscc.gov.uk/services/education/bucks-send-ias-service/

- Link to the annual SEN Report which forms part of Hughenden's Local Offer and is available on the Buckinghamshire Local Offer website, linked to the school record: https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=j0EpW0y-YwY

- For further support, please contact the School Office who will be able to assist you in your query:
  Telephone: (01494) 562501
  Email: office@hughendenprimary.co.uk
  School Website: http://www.hughendenprimary.co.uk/website