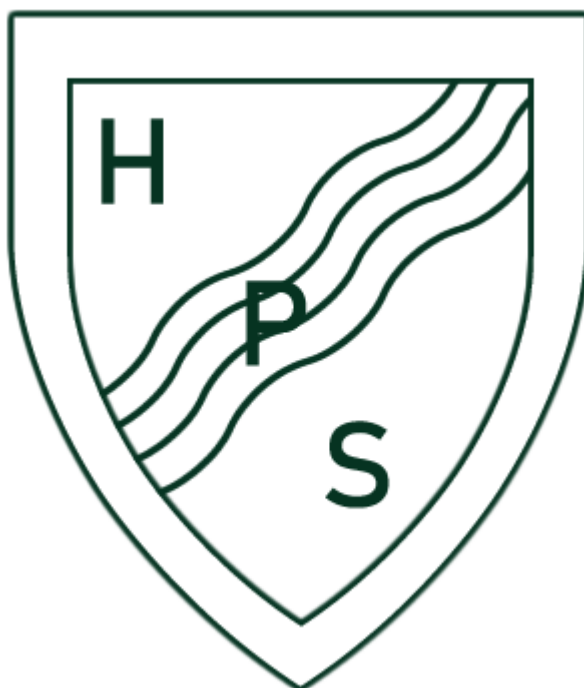


# Special Educational Needs and Disabilities (SEND) Policy

## Halling Primary School



**Approved by:** The Governing Board

**Date:** July 2024

**Last reviewed on:** July 2024

**Reviewed by:** Shona Eakins

**Next review due by:** July 2025

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## **1. Aims and Objectives**

Our Special Educational Needs and Disabilities (SEND) Policy aims:

- To ensure that all pupils attending Halling Primary School have full access to a broad and balanced education.
- To identify pupils with special educational needs and ensure that their needs are met.
- To help pupils with SEND fulfil their aspirations and achieve their full potential.
- To promote equality of opportunity.
- To ensure that parents/carers are informed of their child's special needs and provision and, that there is effective communication between parents/carers and school.
- To promote effective partnership and involve outside agencies where appropriate.
- To ensure that our school fully implements National legislation and guidance regarding pupils with SEND.

## **2. Vision and Values**

At Halling Primary School, we believe that every child has a right to education and that they should be given the opportunity to achieve and maintain their learning at the highest level possible.

We believe that everyone has a right to equal opportunities. We believe that all children, adults and families should feel welcome and should have an equal chance to benefit from our school and everything it provides. We value the individuality of all children, and the families that they come from. We are committed to giving all of our children every opportunity to achieve the highest of standards, including those with diverse needs, and it is our aim to develop the full potential of individual pupils, including those with additional educational needs to prepare them for their roles as adult members of society.

## **3. Legislation and Guidance**

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part iii of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for Education, Health and Care (EHC) plans, SEND Coordinators (SENDCOs) and the Special Educational Needs and Disabilities (SEND) Information Report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The Governance Handbook, which sets out Governors' responsibilities for pupils with SEND.

- The School Admissions Code, which sets out the school's obligation to admit all pupils whose Education, Health and Care (EHC) Plan names the school, and its duty not to disadvantage unfairly, children with a disability or with special educational needs and disabilities.

#### **4. Inclusion and Equal Opportunities**

At Halling, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments and adaptations to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

#### **5. Definitions**

##### **5.1 Special Educational Needs and Disabilities (SEND)**

A pupil has SEND if they have a learning difficulty or disability that requires 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 most 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 schools.

**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.

##### **5.2 Disability**

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

##### **5.3 The Four Areas of Need**

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Strategies and interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and Interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall into this category.</p>
Cognition and Learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia.</li> <li>• Moderate learning difficulties.</li> <li>• Severe learning difficulties.</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</li> </ul>
Social, Emotional and Mental Health (SEMH)	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression, or an eating disorder.</li> <li>• Attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.</li> <li>• Suffered adverse childhood experiences.</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or Physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment.</li> <li>• A physical impairment.</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## **6. Roles and Responsibilities**

### **6.1 The SENDCO**

The SENDCO at Halling Primary School is Ms Shona Eakins.

The SENDCO will:

- Inform any parents/carers that their child may have SEND and then liaise with them about the pupil's needs and any provision made.
- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents/carers, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and adaptive teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the Local Authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC Plan needs an early review.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Headteacher and school Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and, co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

- Prepare and review information for inclusion in the school's SEND Information Report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with National data, and use these to reflect on and reinforce the quality of teaching.

## **6.2 The Governing Board**

The Governing Board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out and monitor the effectiveness of how these are carried out.

## **6.3 The SEND Link Governor**

The SEND link Governor is Mr Daniel Tadman.

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Board on this.
- Work with the SENDCO to determine the strategic development of the SEND policy and provision in the school.

## **6.4 The Headteacher**

The Headteacher will:

- Work with the SENDCO and SEND Link Governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENDCO and school Governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.

- Make sure that the SENDCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and, co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

### **6.5 Class Teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEND Information Report.
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them.
  - Discuss the activities and support that will help achieve the set outcomes.
  - Identify the responsibilities of the parent/carer, the pupil and the school.
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil.

### **6.6 Parents/Carers**

Parents/carers should inform the school if they have any concerns about their child's progress or development.

Parents/carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support with the class teacher and/or SENDCO on a minimum of three times throughout the year. They will be:

- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.



- Given an Individual Learning Plan on the pupil's progress.

The school will consider the views of the parent/carer in any decisions made about the pupil.

### **6.7 The Pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

### **7. SEND Information Report**

The school publishes a SEND Information Report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **8. Our Approach to SEND Support**

### **8.1 Identifying Pupils with SEND and Assessing their Needs**

Halling is committed to early identification of SEND. When a child has been given targeted short-term provision within the class and yet they are still making insufficient progress, has had difficulties noticed through formal assessment (Foundation Stage Profile, Phonics Screening and NTS assessments) or the teacher has other general concerns about a child, they may inform the SENDCO. A range of evidence is collected, and a decision is made whether additional and/or different provision is necessary. The purpose of identification is to work out what action the school needs to take, to enable the child to make progress. Through the identification process we consider the needs of the whole child and not just the SEND of the child.

There is no need for pupils to be identified as having SEN unless the school is taking additional or different action. The first response should be high quality teaching within all lessons. Other aspects that may influence a child's progress and attainment but are not necessarily due to SEN are:

- Disability (the Code of Practice outlines the Reasonable Adjustments Duty for all settings and schools provided under the current Disability Equality Legislation, these alone do not constitute SEN).
- Attendance and Punctuality.
- Health and Welfare.

- EAL (English as an Additional Language).
- Being in receipt of the Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of Service Personnel.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

## **8.2 Consulting and Involving Pupils and Parents/Carers**

Positive parental/carer involvement is always encouraged at Halling Primary School. We welcome the involvement of our parents/carers for all the children in our school. We believe it is important for the success of all children, but it is particularly important for children who may be at risk as part of a vulnerable category. In accordance with the Code of Practice, parents/carers are involved from the initial stages and have the opportunity to meet with the class teacher and SENDCO on a minimum of three times throughout the year. We will formally notify parents/carers if it is decided that a pupil will receive special educational provision. Parents/carers are given the opportunity to express their views, be active in decision-making and participate in their child's education at review meetings and at parent/carer consultation opportunities. There is also a daily opportunity for parents/carers and teachers to communicate with each other via the contact book. We also benefit from the services of a Pastoral Lead.

## **8.3 The Graduated Approach to SEND Support**

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a four-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in an Individual Learning Plan (ILP).

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, the class teacher still retains responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils.
- The level of progress the pupil has made towards their outcomes.
- The views of teaching staff who work with the pupil.

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

## **8.4 Levels of Support**

### **School-Based SEND Provision**

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the Graduated Approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

### **Education, Health and Care (EHC) Plan**

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC Plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA - from the high-level needs funding block of the dedicated schools grant.

## **8.5 Evaluating the Effectiveness of SEND Provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using Provision Maps.
- Carrying out the review stage of the Graduated Approach in every cycle of SEND support.

- Using pupil questionnaires and gathering pupil voice.
- Monitoring by the SENDCO.
- Holding annual reviews for pupils with EHC Plans.
- Feedback from the pupil and their parents/carers.

### **9. Expertise and Training of Staff**

Training will regularly be provided to teaching and support staff. The Headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

### **10. Links with External Professional Agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and Language Therapists (SALT)
- Specialist Teachers or Outreach Support Services
- Educational Psychologists
- Occupational Therapists
- General Practitioners or Pediatricians
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Social Services

### **11. Complaints about SEND provision**

Where parents/carers have concerns about our school's SEND provision, they should in the first instance, discuss this with the class teacher and then the SENDCO. If the concern continues this should be referred to the Headteacher, who will try to resolve the matter and can advise on formal procedures for complaint.

Formal complaints about SEND provision in our school will be handled in line with the school's complaints policy which can be found on the school website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

## **12. Monitoring and Evaluation Arrangements**

### **12.1 Evaluating the Effectiveness of the Policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in Section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term.
- How early pupils are identified as having SEND.
- Pupils' progress and attainment once they have been identified as having SEND.
- Whether pupils with SEND feel safe, valued and included in the school community.
- Comments and feedback from pupils and their parents/carers.

### **12.2 Monitoring the Policy**

This policy will be reviewed annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full Governing Board.

## **13. Links with other Policies and Documents**

This policy links to the following documents:

- SEND Information Report
- Behaviour for Learning Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Complaints Policy