



Hurworth Primary School

SEND Policy

Policy Version Control	
Policy type	Hurworth Primary School
Policy prepared by (name and designation)	Shaunagh Laing SENCO
Last review date	November 2020
Description of changes/Updates	New SEND governor added. Changes to identification of SEND
LGB approval	26 th January 2022
Date released	January 2022
Next review date	Autumn 2022

Compliance

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

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0 – 25 July 2014
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Child Protection Policy
- Teachers Standards 2012

Aims and Objectives

At Hurworth Primary, we have a duty to ensure that any children with Special Educational Needs are identified, assessed and provided for throughout their time in school. Their progress is regularly monitored and evaluated within the mainstream classroom and when necessary through other professional bodies in line with the SEN Code of Practice 2014. Our aim is to ensure we enable children with Special Educational Needs to achieve to the best of their abilities and overcome any barriers to their learning.



To ensure children with Special Educational Needs have access to a broad, balanced, relevant and differentiated curriculum that meets the full range of their individual abilities and needs. This will be achieved by establishing and developing good practices with regard to differentiation.



To provide all staff with support and advice so that they have a good understanding of supporting children with Special Educational Needs. This will be achieved through regular staff meetings, professional development days and liaising with outside agencies.



To ensure the identification of all pupils requiring Special Educational Needs provision is as early as possible in their school life.



To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive.



To have appropriate resources available in school and provide appropriate individual educational programmes, where necessary, to meet identified Special Educational Needs.



To monitor and evaluate the SEND policy, information report and practice annually.



To ensure that parents are informed and involved and are an integral part of the SEND provision. Meetings will be frequent in order to establish the next steps in their child's learning and to discuss their child's needs.

Roles and Responsibilities

The people co-ordinating the day to day provision of education for pupils with SEND are Miss S Laing (*SEN Coordinator/Class teacher*) and Mrs K Sellars (*HLTA*).

The school governor with responsibility for SEND is Caran Masheder.

The SENCO and HLTA work with head teacher and governing body to determine the strategic development of the SEND policy.

Contact details:

01325 720028

slaing@hurworthprimary.com

ksellars@hurworthprimary.com

SEND definition

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

'Children have a learning difficulty if they:

- *Have a significantly greater difficulty in learning than the majority of children of the same age.*
- *Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.*
- *Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.'* (Code of Practice, September 2014)

There are 4 broad areas that cover the range of needs that should be planned for. The purpose of identification is to work out what action will be taken as a school; not to fit a child into a category. In practice, individual children will often have needs that cut across all these areas and these may change over time. The four areas are:

- 1. Communication and interaction**
- 2. Cognition and Learning**
- 3. Social, emotional and mental health difficulties (SEMH)**
- 4. Sensory and/or physical**

For definitions of these areas see [Appendix 1](#)

Children may also have other difficulties which may impact on their learning, progress and attainment but they are **NOT SEND**. These children are still supported with high-quality teaching, tailored interventions and are closely monitored in half termly pupil progress meetings.

These are:

- Disability (*the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND*)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identification of SEND

Early identification of pupils with SEND is a priority. Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observations and assessments
- Pupil progress in relation to maths, reading and writing objectives
- Pupil's performance in the National Curriculum judged against year group expectations
- Standardised screening or assessment tools

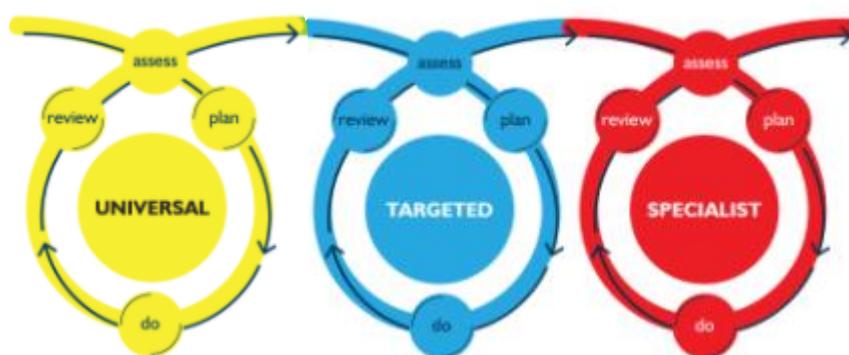
Our school uses the '**SEND ranges**' as a reference point in identifying the level of the need and what level of support is required.

A child has SEN where their learning difficulty or disability requires special educational provision that is different from or additional to that is normally available to pupils of the same age.

As a school, we strongly believe that having a special educational need is not about seeking a label or a diagnosis; it is about ensuring the child has the right level of support in place for them to be the best version of themselves.

We recognise that parents know their children best, therefore we listen to and understand when concerns are expressed about their child's development. Staff also listen to and address any concerns raised by children themselves.

There is a clear approach to identifying and support children with SEND. We follow a three tier model which ensures children receive the right level of support.



Universal support

Teachers are responsible and accountable for the progress and development of **all** pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to children who have or may have a Special Educational Need (SEN). Teachers assess and monitor children's progress on a half termly basis using an assessment tracking tool. This helps teachers identify children not making adequate progress across areas of the curriculum. If a teacher has a concern about a child's progress, attainment or their behaviour, they will first refer to the school's 'Quality First Teach Toolkit' and the 'SEND ranges' to explore different approaches in supporting the child.

Targeted support

After 3 weeks, the teacher will review whether the different approaches have made a difference to the child. If it hasn't then the teacher will complete a standardised form, highlighting the child's strengths, difficulties and what has already been put in place to support the child. The SENCO will arrange with the class teacher to observe the child in the classroom setting and discuss what targeted support the child may need. This may be using additional resources or accessing small group/1:1 interventions designed to address the need. These additional provisions are implemented and reviewed in 6 weeks. Parents may be made aware of this level of support as they may be able to support their child at home as well.

Specialist support

Learning plans

If there is little or no progress after the targeted support, a meeting is arranged with parents to inform them of what has already been put in place and for any other concerns to be shared. A pupil passport (a profile about the child as a whole) is written by the teacher in conjunction with the child. The pupil passport ([see appendix 3](#)) can be viewed by all members of staff on the school's online portal so they understand the child's needs and are aware of how best to support them. This is updated as and when needed. A learning plan ([see appendix 2](#)) is also set up which again is written in conjunction with the child and their parents. Up to three targets are set on these documents which are reviewed every 6-8 weeks depending on the nature of the target. These targets are to help overcome the barriers the child is facing. Not all targets may have an academic focus. They could be based on any of the four key areas of SEND mentioned at the beginning of this document. This cycle of assess, plan do & review ensures everyone works together to continually improve the support so that the child improves the rate of progress.

At this level of support, the child would be placed on the additional needs register (with parent's consent). This is so that the SENCO and other senior leaders can monitor the progress of the child closely. It may be that other professionals such as speech and language therapists, educational psychologists and occupational therapists become involved (with parental consent) to support school with programmes or recommendations to help address the child's needs. These will be used to inform the child's learning plan. Parents are also fully involved in this process and receive the same documentation as school. Meetings are held so that all parties agree on what is best for the child. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a '*label*' or '*diagnosis*' – but more often in order for advice to be offered to help the child learn as well as they possibly can and **be their best**.

EHCP

If the needs of the child are not being met through the provision, support and actions outlined in the learning plans, a multi-agency meeting will agree to submit the appropriate evidence to the local authority, requesting a statutory assessment for an Education Health Care Plan (EHCP). An EHCP is required for children whose needs require a more **intensive level of specialist help** that cannot be met from the resources available to school. The needs of the child sit in range 4 or above in relation to the **SEND ranges** from the local authority. The application for an Education, Health and Care Plan will combine information from a variety of sources such as their learning plans, specialist reports, views from the both the child and parents and also the SEND ranges. Parents can also make a self-referral for an EHCP. A decision will be made by a group of professionals from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Every child that has an EHCP will have an annual review where all professionals involved with the child will meet at school with their parents and review their long term targets, set new ones and discuss any amendments that need to be made to the EHCP document. Children with an EHCP will still have learning plans and pupil passports that will reflect the targets and information set in the EHCP document.

We ensure our GDPR policy is followed and that all documents relating to SEN are treated with confidentiality, only shared with appropriate professionals and stored on secure software.

Evaluating Success

The Governing Body at Hurworth Primary will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under the 'aims and objectives' section in this policy.

In evaluating the success of this policy, our school will formally consult the following:

- Parents
- Pupils
- Teaching staff
- External professionals

We will set targets matched to specified aims to provide indicators against which progress can be measured. Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets set on their learning plans.
- Value added data for pupils on the SEND register.
- Evidence generated from progress review meetings.

Staff Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff engage in regular CPD opportunities. Training needs are regularly reviewed and adapted to reflect the specific needs of pupils in school. The SENCO attends the Local Authority and Multi Academy Trust partnership network meetings and disseminates information to staff as appropriate. The SENCO is able to monitor provision for children with SEND through observations, discussions with class teachers/support staff, provision mapping and data analysis. Resources are typically replenished/purchased as and when needed but an annual audit quantifies all SEN related resources.

Admission Arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that

'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'

According to the Education Act 1996 if a parent wishes to have their child with an EHC educated in the mainstream, the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps can be taken to prevent the incompatibility.

At Hurworth Primary School, we have adopted a whole-school approach to the SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

Partnership with Parents

We firmly believe in developing a strong partnership with parents as this helps children with SEND to achieve their full potential and helps inform high quality teaching practises within the school, for the individual child. Our school recognises that parents have a unique overview of their child's needs and how best to support them and this gives them a key role in the partnership. During each academic year, each child on the SEND register will have a transition meeting regarding their progress and needs. Relevant members of staff and parents attend this meeting to ensure the child transitions smoothly. As we recognise the importance of the parent's voice, we formally consult their views based on the SEND provision in school. This is used to highlight our strengths and areas that need developing.

The Voice of the Child

At Hurworth Primary School, we encourage pupils to participate in their learning by ensuring they are involved in making decisions, where possible, right from the start of their education, reflecting their level of maturity. We want all children to be given the opportunity to make choices and know that their views matter. The School Council is one mechanism for this, alongside PSHE, which is a regular feature of our school timetable. Children are involved in the drawing up and reviewing of their learning plans and pupil passports. The SEND team actively seek the voice of children during learning walks and observations so that staff can provide them with appropriate support.

Accessibility

The leadership team at Hurworth Primary School are committed to improve access for all people in the school building and for all pupils to access the curriculum. An accessibility plan has been completed to ensure every opportunity to improve access has been identified and acted upon accordingly. The [**accessibility policy**](#) can also be viewed on the school website. Hurworth Primary School is a one-story building and is fully wheelchair accessible.

Complaints Procedure

Any complaints with regard to the SEND provision should be referred to the head teacher, Mrs A Maddison, following the complaints procedure established by the school. Please contact the school office to arrange an appointment, if there is anything you want to discuss. The complaint procedure can be found on the school website.

Appendix 1: Definitions of Terms

Cognition and Learning

Children may experience general or specific learning difficulties and require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder. Specific learning difficulties include, for example, dyslexia and dyspraxia.

Behaviour, Emotional and Social Development

Children may be withdrawn or isolated, disruptive or disturbing, over-active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.

Communication and Interaction

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Sensory and Physical

Children may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Appendix 2: Demo template of a Learning Plan

Learning Plan for Bill Açıktön - Demo School 7 - 1

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Learning Plan for Bill Açıktön - 1



Stage: Statemented

Date of birth: 11/6/98 Gender: Male Pupil ID: J820200107001 Year group: 11 Tutor group: 11A

Start date: 1/8/06 Review date: 23/12/16 Teacher: Mrs Selina Andrews



Areas of concern: - Bill is struggling with his GCSE English course, due in part to his dyslexia.
- Bill struggles with aspects of Maths - particularly percentages, decimals and fractions.

Areas of strength: - Has a wide range of interests to draw upon in writing.
- A very pleasant young man, very popular within his peer group and an excellent sportsman

First language: ENG FSM: yes Medical: no In care: no Ethnic background: WENG PP: yes Attendance: 100.0%

Reading Age: 13.3 Spelling Age: 13.5

- This plan is intended to help Bill develop his cognition and learning skills.

Area of concern	Target	Desired outcome	Strategies & Provisions
Dyslexia	Always plan what you are going to write.	Written task started quickly.	Mind mapping, spidergrams, use of colour.
Dyslexia	Learn to spell nonsense words.	Demonstrates secure phoneme awareness.	Dictation exercises, software games.
Spelling	Learn to spell keywords in all subjects.	Correct spelling of keywords.	Posters, lists, flashcards, bingo, quizzes, crosswords, word searches.
Dyslexia	Proof read your work.	Improvement in quality and quantity of written work.	Peer assessment. Learning Support Assistant support, proofreading exercises, odd one out, multisensory approach.

Learning Plan for Bill Açıktön - Demo School 7 - 1

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Provisions

Name	Concern	Wave	Description	Start date	End date
Peer Mentoring	Social, Emotional and Mental Health Difficulties	2		1/9/16	17/3/17
Numbershark	Cognition and Learning Needs	3	Program designed to improve numeracy. It addresses many of the difficulties which lead students to dislike maths.	7/9/16	31/1/17
Early Literacy Support	Cognition and Learning Needs	2		22/9/16	20/4/17
New provision	Communication and Interaction Needs			4/11/16	21/1/17

Parental contribution	- Parents will attend Bill's review meeting.	Parent signature _____
Pupil contribution	- Bill has agreed to weekly meetings with Mr. Marc E. to work on comprehension techniques.	Pupil signature _____

Bill Aşktön	Likes I like most sports, playing games on my PC and going out with friends.	Dislikes Reading! I really don't like reading. I find it hard to concentrate, especially when I'm reading something I don't find interesting.
Important activities and hobbies	Favourite lessons Games and PE are definitely my favourite lessons. I like Resistant Materials too - but more the practical side. I don't mind science, I like listening to how things work and think I understand most topics, I just don't like researching or writing up experiments Under 9s.	Important people in my life My parents and grandparents. They watch all of my football and rugby matches - home and away! They give me and my friends lifts to training. My team mates are important to me too, most of us have played sports in the same team since we were in the Under 9s.
Please avoid doing these things	How I want to be supported Please be patient with me, especially if I'm struggling to keep up. I understand lots about my lessons so I prefer to be asked questions rather than having to write answers down on paper. Extra time on exams would really help me too.	Talents Sports. Football and rugby especially. I enjoy cooking at home - when I don't have to follow a recipe! I like making things in the workshop too.