



## **Hester's Way Primary School**

**Written by: Mel Richards (DHT/SENDCo/Designated CIC Lead)**

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# **Special Educational Needs and Disability (SEND) Policy**

## **Aims**

This policy explains how Hester's Way Primary School supports children with Special Educational Needs and Disability (SEND), in line with the school ethos and current legislative requirements (SEND Code of Practice 2014, Children and Families Act 2014, Equalities Act 2010).

All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered equal members of the school community. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of children with SEND.

If you require further information about the provision for SEND in school or if you are concerned that your child may have Special Educational Needs, please talk to your child's class teacher or contact the school's Special Educational Needs Coordinator (SENDCO) via the school office:

Mrs Mel Richards

## **Other useful contacts:**

Headteacher – Miss Kirsti Ashman

Designated Safeguarding Lead – Miss Kirsti Ashman, Headteacher

Deputy Designated Safeguarding Lead - Mrs Mel Richards, Deputy Headteacher/SENDCO

SEND Governor – Mrs Penny Manuel

Family Community Worker – Kaytee Parish

## **Definition of SEND**

A special educational need or disability (SEND) is when a child needs additional support in learning to help them achieve their full potential both in and out of the classroom. SEND has 4 broad areas of need as defined by the SEND Code of Practice (2014):

### Communication and Interaction

- \* Children who experience speech, language or communication difficulties
- \* Children with an autistic spectrum disorder (ASD)

### Cognition and Learning

- \* Children who learn at a slower pace than their age-related peers

### Social, emotional and mental health difficulties

- \* Children who are withdrawn or isolated
- \* Children who display challenging behaviour
- \* Children with mental health difficulties

## Sensory and/or physical needs

- \* Visual impairment
- \* Hearing impairment
- \* Multi-sensory impairment
- \* Physical difficulty

## Admissions Arrangements

Please refer to the information contained in the Admission Policy and on our school website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

## Roles and Responsibilities

Hester's Way Primary School is an inclusive school that welcomes all children.

### **'All teachers are teachers of children with special educational needs' (SEND Code of Practice 2014)**

We are committed to ensuring that we keep all children safe according to the 'Keeping Children Safe in Education Statutory Guidance for Schools and Colleges'

"Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities." KCSiE 2022.

There are key members of staff in school that have specific roles and responsibilities:

### **Special Educational Needs Coordinator (SENDCO)**

The SENDCO is responsible for:

- Co-ordinating all the support for children with SEND needs and developing the school's SEND policy to make sure the needs of these children are being met
- Ensuring that parents/carers of children with SEND are involved in supporting their child's learning, are kept informed about the support their child is getting and are involved in reviewing how things are going.
- Liaising with outside agencies who may come into school to support a child's learning and development (e.g. Speech and Language)
- Updating the schools SEND register
- Providing support for other staff in the school so they can help children with SEND in the school to achieve the best progress possible
- Working with class teachers, parents/carers, children and other professionals to write Education Health Care (EHCP) plans
- Reporting to the Governors, Head teacher and Senior Management Team on all matters regarding SEND
- Working closely with the schools Pastoral Support Team

## **Class teacher**

The Class teacher is responsible for:

- Keeping appropriate records on all children which can be used to identify areas of support
- Working with the SENDCO and identifying, planning and delivering any additional help a child may need
- Working with the SENDCO to share and review assessment and progress information
- Sharing children's progress with parents/carers and attending SEN reviews for children in their class
- Ensuring that all additional adults working with children in school are helped to deliver the planned work, so they can achieve the best possible outcomes.
- Working with outside agencies who may offer advice and help to support children in their class
- Attend relevant meetings and undertake appropriate training
- Contribute to review meetings when appropriate
- Ensure they follow the school's SEND policy.

## **Teaching Assistants**

- Support the delivery of Quality First Teaching and assist the class teacher in meeting the needs of all pupils, including those with SEND
- Provide targeted support for children under the direction of the class teacher and SENDCO
- Assist with the recording, monitoring and evaluation of children's progress
- Attend relevant meetings and undertake appropriate training
- Contribute to review meetings when appropriate
- Support the child to access the curriculum as far as possible
- Ensure they follow the school's SEND policy

## **Headteacher**

The Headteacher is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND
- Ensuring that the needs of children with special educational needs and disability are met
- Keeping the Governing Body up to date about any issues in the school relating to SEND
- Working with the Governors to plan and spend money for children with special educational needs and disability effectively, monitoring the impact of such spending.

## **SEND Governor**

A member of the Governing Body Curriculum committee is appointed as SEND governor. The whole of the curriculum committee will be kept informed of SEND in the school by the SENDCO and the Headteacher through regular reports and a standing item on the committee's agenda. They will make sure that the necessary support is made for any child who attends school who has SEND.

## **Training and Continuing Professional Development**

Whole school training is given to staff as and when appropriate. Subject specific leaders will advise on their area of expertise. Staff who need additional training are either sent on training courses, or are provided with in-house training when required.

Educational Psychologists (EP) and the Advisory Teaching Service are involved in training and advice for TAs and staff as well as NHS health specialists such as Speech and Language Therapy.

## **Identification of SEND**

Children are identified as experiencing a SEND by parents/carers or their class teacher. Once identified the class teacher will observe the child's learning or behaviour and discuss these observations with the SENDCO. Additional support will be provided through provisions or support from a teaching assistant.

Provisions will be monitored to see their effect and support discussed with the child's parents/carers at parent evening or at another convenient time. If the child continues to be of concern then it may be appropriate for a child to be included on the school's register of Special Educational Needs and Disability.

### **The SEND Register Process (Placement on and exit criteria)**

Children are included on the school's register of Special Educational Need and Disability with the express permission of the parents/carers. This register is held within the schools management systems (SIMS). Data from SIMS is used by the Local Authority and other agencies when collecting information about the school. All data is held securely.

If a child begins to make progress in line with their ability and peers then they may be removed from the school's SEND register. Any decision to remove a child from the register will be discussed with parents/carers.

### **The Local Offer and Early Help**

Our school's Local Offer details support that we offer universally to pupils in our school with their education. The Early Help Policy details support that we offer to pupils and their families

### **The Graduated Approach**

Hester's Way Primary School have adopted the 'Graduated Approach' as suggested by Gloucestershire Local Authority. This is a way of supporting children with special educational needs or disability.



The graduated approach is a four-part cycle – listen, plan, do, review:

**Listen** – a child's needs are assessed using observations and attainment data. Children's views are sought using the 'My Profile' activity.

**Plan** – teachers write the 'My Plan'. Termly outcomes are written based on the child's areas of need. The plan is shared with parents/carers.

**Do** – additional interventions and learning opportunities are provided for the child either in groups or 1:1 with an adult.

Examples of additional support:

- Speech and Language programmes of work, Dancing Bears, literacy or numeracy booster groups, handwriting groups, social skills groups.

**Review** – The child, parents/carers, class teacher and SENDCO meet at the SEND reviews to talk about how the plan is working and make changes if necessary. If a child is not making expected progress or the school feel that additional support from outside agencies are required then this can be discussed with the parent/carer at the review.

## **Working with Outside Agencies**

If school are concerned that a child is not making sufficient progress then it may be possible to refer that child to an outside agency for additional support or advice. Outside agencies include:

- Educational Psychology Service
- Advisory Teaching Service
- Speech and Language Therapy
- Children's Occupational Therapy
- School Nurse
- Social Care
- Community Paediatricians
- Children Centres or Nursery Providers
- Specialist schools

### **There are two levels of support in school:**

- SEND Support

Some children are identified as needing 'SEND Support'. Support will be recorded by the school on a 'My Plan'.

'My Plan+' - For some children their needs may be more complex and require support from a range of different agencies. It may be appropriate for the SENDCO to organise a Team Around the Child (TAC) meeting to coordinate this support. At the TAC meeting a 'My Plan+' will be completed and new outcomes will be set based on the needs of the child and family. If after reviewing the 'My Plan+' the school, parents/carers or an outside agency feel that additional support is still required then a request to the local authority for an EHCP may be considered.

- Education and Health Care Plan (EHCP)

A small minority of children may have more complex needs and require a significantly higher level of support. If this happens then the parents/carers and school may request that the local authority undertake a full assessment of the child. The local authority may then agree to draw up an Education Health and Care Plan (EHCP).

## **Monitoring and Evaluating of SEND**

The effectiveness of the school's SEND provision is monitored and evaluated by the Headteacher, Senior Management Team and the SENDCO. School uses a variety of methods to gather data including:

- Observations of teachers by the Headteacher, Senior Management Team and subject coordinators
- Analysis of tracking information using the schools assessment software (Target Tracker)
- Scrutiny of teachers planning and of children's work
- The views of children and parents/carers
- Outcomes of 'My Plan', 'My Plan+' and EHCP reviews

The Governors, with support from the SENDCO, will publish on the school website an annual SEND Information Report (Code of Practice 2014, 6.79). This alongside the Parents/Carers Information leaflet will outline what provision and support is offered to children with SEND.

## Support for children with medical conditions

Please refer to the information contained in the Children with Medical Conditions Policy.

Arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

Children with medical conditions may require a health care plan to be written by the class teacher and parents/carers. This may be with support from the School Nurse Team or other relevant professional.

## Comments and complaints

If a parent/carer has a comment or complaint they should in the first instance speak to their child's class teacher. The class teacher will often be able to solve or alleviate any concerns by discussing issues and identifying actions to address them. However if there are ongoing concerns a meeting could be requested with the schools SENDCO and/or the Head teacher. Please see our Complaints Policy.

### Contacts

School phone number – 01242 525616

Head teacher – Kirsti Ashman [head@hestersway.gloucs.sch.uk](mailto:head@hestersway.gloucs.sch.uk)

SENDCO – Mel Richards [MelRichards@hestersway.gloucs.sch.uk](mailto:MelRichards@hestersway.gloucs.sch.uk)

School office [admin@hestersway.gloucs.sch.uk](mailto:admin@hestersway.gloucs.sch.uk)

This policy sits in conjunction with the following school policies:

- Acceptable User
- Allegations Management
- Anti-Bullying and Hate
- Attendance
- Complaints
- Child Protection/Safeguarding
- E-Safety Policy
- First Aid and Medication
- Health and Safety
- Keeping Children Safe in Education – Part 1 (most up to date version)
- Lettings/Hirers agreement
- SEND Local Offer
- Safeguarding
- Safer Recruitment and staff HR policies
- Safer Working Practice
- Special Educational Needs and Disabilities (SEND)
- Staff Behaviour - Code of Conduct and Teaching Standards
- Whistle Blowing
- Working Together to Keep Children Safe