HINGUAR PRIMARY SCHOOL AND NURSERY

Special Educational Needs and Disability (SEND) Policy

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Mrs. N. Ramsay (SEND Governor)

This policy was approved by the Governors in January 2019
The policy will be reviewed on an annual basis

"Hinguar Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, governors and volunteers to share this commitment."
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1) Rationale
This document is a statement of the aims, principles and strategies used for all Inclusion and Special Educational Needs activities undertaken within our school. The policy aims to take into account diversity and provide equality of opportunity. It was reviewed during the spring of 2016.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education’s website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

Hinguar Primary School and Nursery is committed to providing an appropriate and high quality education to all the children within the school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We equally value all pupils in the school and strive to eliminate prejudice and discrimination developing an environment where all children flourish and feel safe.

At Hinguar we are committed to inclusion. We strategically plan for improvement ensuring a sense of community and belonging, which offers new opportunities to learners who may have experienced previous difficulties. This does not mean that we treat all learners in the same way, but that we respond to learners in ways which take account of their varied life experiences and needs and that any barriers to learning are removed where possible

Aims of this SEND policy
The aims of our special educational need and disability policy and practice in this school are:
• To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
• To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
• To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement [https://www.gov.uk/government/collections/national-curriculum](https://www.gov.uk/government/collections/national-curriculum)
• To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, mental and emotional health,
  4. Sensory/physical.
• To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
• To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
• To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
• To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
2). What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.** Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.**

**Disability:** Many 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 sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3). Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Mrs. V. Stevens (Headteacher)
- The person co-ordinating the day-to-day provision of education for pupils with SEN is Mrs. K. White (SENCO)

4). Arrangements for co-ordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils. All staff can access;

- Hinguar Primary School SEN policy
- A copy of the full SEN Register and Provision Map
- Guidance on the identification of SEN in the Code of Practice
- Information on individual pupils’ special educational needs, including pupil passports, which include desired outcomes and EHC plans etc.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through Southend’s SEND Local/school Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the schools’ SEN provision.

5). Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEN, those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus.

6). Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school’s budget which equates to £6,000. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need
meets the threshold for this funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

7). How does our school know if children need extra help?
We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil’s previous school, regarding a pupil’s level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- A pupil asks for help.

8). What should a parent do if it thinks their child may have special educational needs?
If parents have concerns relating to their child’s learning then please initially discuss these with your child’s teacher. This then may result in a referral to the school SENCo whose name is Mrs. Kerri White. Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

9). How will the school support a child with SEND?

A graduated approach: Quality First Teaching

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
  - classroom observation by the senior leadership team, the SENCO, external verifiers,
  - ongoing assessment of progress made by pupils with SEND,
  - work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
  - teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND,
  - pupil and parent feedback on the quality and effectiveness of interventions provided,
  - attendance and behaviour records.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents’ Evenings.
- Pupils’ attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly
progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

**SEN Support**
Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

- **Assess**: Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil’s needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- **Plan**: If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.
- **Do**: The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil’s strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.
- **Review**: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families. Please see our school local offer of services. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer and/or by contacting Parent Partnership Service.

Education, Health and Care Plans (EHC Plan)

- Following Statutory Assessment, an EHC Plan will be provided by Southend Borough Council, if it is decided that the child’s needs are not being met by the support that is ordinarily available. The school and the child’s parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil’s formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

10). How will the curriculum be matched to each child’s needs?

- Teachers plan using pupils’ achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

11) How will parents be helped to support their child’s learning?

- Please look at the school website. It can be found at www.hinguarprimary.org and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class/subject teacher or SENCo may also suggest additional ways of supporting your child’s learning.
• The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child’s learning.

12) What support will there be for children overall well-being?
The school offers a wide variety of pastoral support for pupils. These include:
• An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
• Pupil and Parent voice mechanisms – school council, eco warriors are in place and are monitored for effectiveness by the Governor for responsibility for this area.
• Small group evidence-led interventions to support pupil’s well-being are delivered to targeted pupils and groups. These are identified on the provision maps located on the school website and aim to support improved interaction skills, emotional resilience and well-being.
• Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
• The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils’ well-being and mental health.

13) How will parents know how their child is doing?
• Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents’ Evenings.
• Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
• Parents are encouraged to arrange an appointment to discuss their child’s progress with the class/subject teacher, the SENCO, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child’s success. Please contact the school office who will arrange this appointment for you.

14) Pupils with medical needs (Statutory duty under the Children and Families Act)
• Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
• Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
• All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the school Medicine Administration Policy.

15) What specialist services are available at the school?
See the school offer on the website www.hinguarprimary.org

16) Links with other schools
The school works in partnership with the other schools. This enables the schools to share advice, training and development activities and expertise.

17) Complaints procedure
If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.
18) In-service training (CPD)
We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant SEN courses, SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

19) How will my child be included in activities outside the classroom including school trips?
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

20) How will the school prepare/support my child when joining or transferring to a new school?
A number of strategies are in place to enable effective pupils’ transition. These include:

On entry:
- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living
Primary:
- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- Feedback from last year’s pupils on the effectiveness of the transition process can be located on our website in the transition folder.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

21). How are the school’s resources allocated and matched to children’s special educational needs?
- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
• The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
• The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
• For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
• This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the broad areas of need:
  1. Cognition and learning
  2. Behavioural, emotional and social
  3. Communication and interaction
  4. Sensory and/or physical

22) How is the decision made about how much support each child will receive?
   • For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at meetings with the SENCo, class teacher and parent.
   • For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

23) How will I be involved in discussions about and planning for my child’s education?
   This will be through:
   • discussions with the class teacher, SENCo or senior leadership team member,
   • during parents evenings,
   • meetings with support and external agencies.

24) Support services for parents of pupils with SEN include:
   • Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via www.parentpartnership.org.uk.
   • The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located http://www.councilfordisabledchildren.org.uk/what-we-do/independent-support.
   • For parents who are unhappy with the Local Authority or school responses to their child’s SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here www.gov.uk/special-educational-needs-disability-tribunal

25) Evaluating the Success of the School’s SEN Policy and Information report

In October, February and July, a report provides information to the governing body as to the number of pupils receiving special educational provision through SEN Support and ECHP. The number of pupils transferring to or from each type of provision will be noted. The report also highlights any whole school developments in relation to Inclusion and ensures that governors are kept up to date with any legislative or local policy changes.
A meeting will occur with the SEN/Inclusion governor to discuss Inclusion and current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Signed ______________________________ [Name]  
(Headteacher)  
Date ______________________________

Signed ______________________________ [Name]  
(SENCO)  
Date ______________________________

Signed ______________________________ [Name]  
(SEN Governor)  
Date ______________________________

This policy will be reviewed annually.