



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Special Educational Needs and Disabilities (SEND) Policy – July 2022

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

Author	Kimberley Edgar	Date reviewed	July 2022
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EIA approved by	T&L Committee	Reviewing committee	Teaching and Learning

EIA = due consideration of potential adverse impacts on the following groups: age; disability; gender and gender reassignment; marriage and civil partnership; pregnancy and maternity; racial groups; religion or belief; sexual orientation.

Introduction

This policy will help you understand the provision for SEND (Special Educational Needs and Disability) at Alexander Hosea Primary School. It will outline the different things we do to help your child and also answer any concerns you may have about your child's provision.

Alexander Hosea Primary School is committed to the promotion of equality and diversity. All our policies follow the principles outlined in our Equalities Policy.

The SEND Code of Practice 2015 states that:

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable 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'

Definition

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Children are considered to have special educational needs if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be more complex, requiring more long-term intervention and greater support.

Under the Equality Act 2010 you are disabled if you 'have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'

There are four primary areas of special educational needs:

- Communication and Interaction
- Cognition and Learning

- Social, Emotional & Mental Health
- Sensory and/or Physical development.

In this policy we detail how we aim to make provision for all children with SEND at Alexander Hosea Primary School.

Aims and Objectives of SEND Provision at Alexander Hosea Primary School

We aim to provide for all the needs of the child through our school vision (Roots to grow, wings to fly) and values which promote:

Adaptability – to be adaptable in a changing world

Self-belief – to have self-belief in what they can achieve

Perseverance – to persevere and show resilience

Inclusion – to accept and value difference and similarities in ourselves and others

Respect – to respect the views, opinions and belongings of ourselves and others

Enquiry – to foster a zest for discovery and learning

We will also endeavour to:

- Work within the guidance provided in the SEND Code of Practice 2015.
- Ensure the SEN and Disability Act and relevant statutory guidance are implemented effectively across the school.
- Identify and provide for pupils who have special educational needs and additional needs.
- Ensure quality of opportunity for; and to eliminate prejudice and discrimination against children with special educational needs.
- Work in partnership with children and their families at every stage of the SEND process.
- Create an environment that meets the special educational needs of each child.
- Continually monitor the progress of all pupils to identify needs as they arise and provide support as early as possible.
- Make clear the expectations of all partners in the process.
- Identify the roles and responsibilities of staff in providing for children's special educational needs.
- Provide full access to all elements of the school curriculum through differentiated planning by class teachers, SENDCo and support staff as appropriate.
- Provide specific input, matched to individual needs, in addition to differentiated classroom provision, for pupils identified as having special educational needs.

Who is responsible for SEND at Alexander Hosea?

The Head Teacher and Governing Body determine the school's general policy and resources allocation. The SENDCo (Special Educational Needs Co-ordinator) is responsible for co-ordinating the provision for children with SEND within the school. In this school the appointed SENDCo is Miss Kimberley Edgar. The teaching staff are responsible for planning for and providing the appropriate resources and interventions needed to meet SEND needs in their classes in liaison with the SENDCo.

The Class Teacher is responsible for:

- Identifying children who are making less than expected progress, gathering evidence and planning appropriately for each child.
- Checking on the progress of each child in their class and identifying, planning and delivering any additional help a child may need and liaising with the SENDCo where necessary.
- Writing and reviewing Class Provision Maps which include those children on the SEND register.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.
- Working in partnership with parents of children with SEND.

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

- Managing the day-to-day operation of the policy.
- Co-ordinating the provision and progress for all children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Supporting and advising teachers and support staff.
- Maintaining the school's SEND register and contributing to and managing the records of all children with special educational needs.
- Managing the school-based assessment and completing the documentation required by outside agencies and the Local Authority.
- Acting as the link with external agencies and other support agencies.
- Acting as a link with parents, ensuring that they are: involved in supporting their child's learning; kept informed about the support their child is getting and involved in reviewing how their child is doing.
- Monitoring and evaluating the special educational needs provision.
- Managing a range of resources, human and physical, linked to children with special educational needs.
- Monitoring and analysing pupil data 3 times a year, including data for children eligible for the Pupil Premium
- Liaising with the SEND governor.
- The SENDCo is involved in supporting teachers involved in drawing up the Pupil Passport and Class Provision Maps for children.
- Applying for Education and Health Care (EHC) needs assessments, reviewing EHC plans and leading meetings for children with an Education and Health Care Plan (EHCP).

The Head Teacher is responsible for:

- The day-to-day management of all aspects of the school, which includes the support for children with SEND.
- Giving responsibility to the SENDCo and the class teachers for developing SEND provision but has overall responsibility for ensuring that your child's needs are met.
- Ensuring the Governing Body is kept up to date about any issues in school relating to SEND.
- Strategic planning to continually improve the provision for all children with SEND.
- Agreeing resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans (EHCP). The Headteacher agrees with staff how to use funds directly related to needs and this is linked to the School Development Plan.
- The Headteacher is also the Designated Safeguarding Lead.

The Governing Body/SEND governor is responsible for:

- Meeting regularly with the SENDCo and reporting to the Governors to keep everyone informed.
- Making sure the children with SEND are fully involved in all school activities.
- Ensuring the provision for children with SEND promotes high standards and is accessible.
- Ensuring the SEND provision is monitored regularly.
- Ensuring the school adheres to the Code of Practice.

How does Alexander Hosea Primary School know if my child needs extra help?

Early identification of special educational needs is vital. All children at Alexander Hosea Primary School are monitored regularly to ensure that they access and make progress through the curriculum. To aid early identification of any area of concern, a range of evidence is collected through different assessment procedures and monitoring arrangements. Formal discussions (pupil progress meetings) take place between the Senior Leadership Team and class teachers about the children in their class. If the evidence suggests that a pupil is not making expected progress, it may be decided that additional or different provision is made.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation. The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

What is the graduated approach to Special Educational Needs?

We follow the advice set out in the 2015 SEN Code of Practice about providing the most effective support for SEND: Assess, Plan, Do, Review.

Assess

At Alexander Hosea Primary School we aim to identify pupils' needs as they arise and provide teaching and learning opportunities that enable every child to achieve his or her full potential.

A clear understanding of an individual child's needs is essential when planning effective differentiated lessons and/or strategies and devising the appropriate provision to support teaching that will lead to the child making at least good progress and improved outcomes.

Assessment of a child's needs starts with the whole school approach, identifying each child's strengths and any area where the child is not making adequate progress despite high quality first teaching.

The school's system for regularly observing, assessing and monitoring the progress of all pupils is used to identify pupils who are not progressing and who may have additional needs.

The school's system includes:

- Early Years Foundation Stage Profile.
- Progress and attainment measured against the National Curriculum age related expectations (AREs) in English and Maths.
- Standardised tests at the end of each Key Stage (Year 2 and Year 6).
- An Education, Health and Care Plan (EHCP).
- Assessments by a specialist service, such as educational psychology, identifying additional needs.
- Pupil progress meetings held three times a year with a member of the Senior Leadership Team.
- Regular assessments made by teachers as part of the teaching and learning process.

Plan

Once the need for SEND support has been identified, the Code of Practice is clear that the first step is quality first teaching. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to: understand the relevance and purpose of learning activities; experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate learning appropriately, and we use assessment to inform the next stage of learning.

Alongside quality first teaching, additional intervention may be implemented depending on the need. This specific intervention could be individual or small group led by a teacher or teaching assistant and may take place in the classroom or in an additional learning space. The intervention will be planned using the child's next step in learning and the impact of it will be measured. This may result in your child being placed on the school SEND register.

If your child is on the SEND register they will have a Pupil Passport and be part of a Class Provision Map where their individual targets and provision will be outlined and the impact measured. These plans are reviewed and adaptations made to the target or strategies.

The school works closely with parents and pupils in the planning process. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to the support and progress of their child. If a child is placed on the SEND register then a meeting will be called to discuss their needs and next steps.

If necessary, advice and support will be sought and implemented from various outside agencies. As well as the above, if a child has an Education, Health and Care Plan (EHCP), all planning and provision will take account of their statutory requirements stated within their EHCP.

Do

The class teacher is responsible for the day to day teaching of all pupils including those with identified SEND. The teacher liaises daily with all adults involved in any targeted intervention and it is the class teacher's responsibility to assess the impact of interventions.

Intervention groups may take place for academic, social, emotional, physical or communication needs. This intervention may be part of the day-to-day teaching and learning within the classroom or additional provision may be put in place outside of the classroom environment. Interventions may be led by teacher or teaching assistants and all intervention is measured for impact by class teachers and monitored by the SENDCo and a member of the Senior Leadership Team during pupil progress meetings.

Review

Teachers are continually observing, assessing and reviewing the progress of all pupils on a daily basis through:

- observations
- marking
- verbal or written feedback
- discussions or meetings with other teaching staff

This information is used to inform future differentiation within whole class planning. This takes place for all pupils, whether formally or informally, throughout the year.

In addition, pupils with SEND have individual targets and outcomes assessed and reviewed.

What shall I do if I think my child has a Special Educational Need?

If you have any concerns about your child's progress, you should speak to your child's teacher initially and they will discuss those concerns with you and then, if necessary with the SENDCo.

How will school staff support my child if they are identified as having a special educational need?

Teachers respond to children's needs by:

Providing excellent targeted classroom teaching known as Quality First Teaching. For your child, this means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical resources.
- Specific strategies (which may be suggested by the SENDCo or external agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

In addition to the support provided in class, specific group work with smaller groups of children may take place, these are often called intervention groups. They may include:

- Pre-teaching, where a specific learning objective or outcome is taught prior to a whole class session
- Providing support for children who need help with communication and language.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical development and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Social skills interventions

Support staff assist teachers in responding to children's needs by:

- Sharing in the assessment of needs and planning of objectives.
- Carrying out differentiated activities or programmes of learning, with small groups or individuals, as specified by the teacher.
- Using suitably modified resources or activities to help meet specific objectives.

All children identified as having special educational needs will have a Pupil Passport where their likes, dislikes, strengths and areas of development are recorded. Your child's views form the basis of this document. The class teacher will then write a Class Provision Map where specific targets are set with the strategies that will be used to help your child achieve each target. These provision maps will be reviewed regularly.

How will progress and development be monitored?

Monitoring and evaluation

- The class teacher assesses all children in their class. The attainment and progress of each child is recorded and monitored at least three times a year.
- Pupil progress meetings are held three times a year to discuss the current needs within the class.
- The SENDCo monitors the movement of vulnerable children within the school and on the SEND register.
- The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school on pupil progress and attainment.
- The named governor with responsibility for special educational needs is kept informed of developments, and meets regularly with the SENDCo.
- The Governing Body reviews implementation of the policy regularly.

The SEND Process

What is meant by external agencies?

If, despite receiving differentiated learning opportunities, a child:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing English or mathematical skills, which result in poor progress and attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties, which are not met by the behavioural management strategies employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist support and equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

...then there is often the need for greater involvement of external agencies e.g. School Health Nurse, Speech and Language Therapist, Educational Psychologists.

Pupils will probably need a more individual intervention programme and these will be recorded on the Class Provision Map. Where the school seeks the help of external support services, these services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child and any accompanying strategies.

The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example Educational Psychologists, may be required for this. The SENDCo will liaise with the Educational Psychologist making sure that the Educational Psychology Service gives appropriate advice and support to both parents and colleagues. The SENDCo, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

My child may need an Education and Health Care Plan (EHCP). What does that mean?

Where a child's needs are considerable/complex and there is little progress following interventions, support and guidance has been given from professional agencies, the decision may be taken to request an assessment for an EHC Plan. This process will involve presenting to the Local Authority, detailed records of our provision and its impact, for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

Partnership with parents

Our SEND Information Report can be found on the school's website. A named governor takes a special interest in special needs and would be willing to talk to parents. At all stages of the special needs process, the school keeps parents fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child's education. We have regular meetings to share progress with children and their parents/carers. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

This policy describes in detail the procedures and systems which have been established for all children with special educational needs, whilst aiming to provide the entitlement of access to a full and balanced curriculum, including the Early Years Foundation Stage and National Curriculum as appropriate.