



Special Education Needs and Disability Policy

March 2024



Agreed by Staff: ✓

Agreed by Governors: ✓

Agreed by The Collaborative Partnership

SECTION 1: Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE May 2014)
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (2016)
- Teachers Standards 2011 (updated terminology 2021)
- Hugglescote Safeguarding Policy
- Hugglescote Accessibility Plan
- Hugglescote Medical Policy
- Hugglescote Anti-Bullying Policy

This policy was created by the school's SENCO; the Heads and SENCOs in the Collaborative Partnership; the SEN Governor in liaison with the SMT; all staff and parents of pupils with SEND.

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCo. The SENCo's name is: Mrs Carly Williams. Mrs Williams has the qualification of National Award for Special Educational Needs Co-ordination. Responsibility for pupils with SEND is also shared with the Moderate Learning Difficulties (MLD) Unit teacher: Mr Richard Ward,

There is a named governor with responsibility for SEN: Lauren Kitts.

All staff in school have a responsibility for pupils with SEN. **All teachers are teachers of special educational needs.** Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have a statement of special educational needs. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants play a major role in the support of pupils with SEN. The rationale for the deployment of TAs is based on year group needs. The teachers are responsible for the management of interventions and provision, and meeting the targets of each child.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We not only wish to support our children with Special Educational Needs but also raise the aspirations and expectations of all pupils with SEN.

The aims of the SEN policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

Partnership with Parents and Families

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- Making parents and carers aware of the Parent services (such as Special Educational Needs and Disabilities Information Advice and Support Service). This information will be included in Structured Conversations with Parents, in our School Information Report and on the school's website.
- Providing all information in an accessible way.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice and having aspirations for their future. All pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum
- Have aspirations for their long-term future

In addition, pupils who are identified as having SEN are invited to participate in:

- Completing a pupil passport (one-page profile)
- Their own Learning Plans and termly reviews
- Regular meetings with named adults
- Nurturing groups
- Annual Reviews (if applicable)

Section 2: Aims of this policy

We endeavour to make every effort and reasonable adjustment to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

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- Raising aspirations and expectations of all pupils
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

Section 3: Objectives of this policy

The objectives of this policy are:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice (2015)
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- To provide support, training and advice for all staff working with special educational needs pupils
- To work collaboratively with parents, ensuring the appropriate provision for their child's needs and aspirations
- To work collaboratively with other schools in our Collaborative Partnership, pooling resources and expertise
- To seek advice and support from our Teaching School Alliance at Forest Way and other agencies who supply Outreach work.

Section 4: Identification of children with Special Educational Needs

We accept the principle that pupils' needs should be identified and met as early as possible. The school will take action to remove barriers to learning and put effective special educational provision in place. We consider the strengths and needs of the whole child, not just their area of need. We also consider their aspirations and future hopes.

The identification of SEN is built into the overall monitoring of all pupils. Indicators of possible additional needs would be:

- **Not similar to progress of peers** starting from baseline
- **Below** previous rate of progress
- Attainment gap remains **the same or widens** between them and their peers
- They **do not make adequate progress** despite appropriate interventions and adjustments and good quality personalised teaching.

There are four broad categories of need:

1. Communication and Interaction (CI)
2. Cognition and Learning (CL)
3. Social, Mental and Emotional Health (SMEH)
4. Sensory/and or Physical (S&P)

The following categories **may** impact on progress but are **not** classed as Special Educational Needs.

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The SENCo works closely with the school assessment co-ordinator using whole school data as an early identification indicator:

- Insight
- Analyse School Performance (ASP) / Inspection Data Summary Reports (ISDR)
- Pupil Progress Meetings
- NFER termly tests
- Boxall Profiles and Strengths and Difficulties Questionnaires where relevant

Whole school data is also used to monitor and evaluate the progress of pupils identified as having SEN.

Following the Rochford Review (2016) a more inclusive method of assessment using the interim pre-Key Stage descriptors has been developed to support our judgements for the core curriculum subjects. In conjunction with the pre-Key Stage descriptors we will also look at the 7 aspects of cognition and learning if a pupil has severe or profound or multiple learning difficulties. These are the identified areas of engagement for learning against which pupils can be assessed.

- Responsiveness

- Curiosity
- Discovery
- Anticipation
- Persistence
- Initiation
- Investigation

In addition, we use a number of additional indicators of special educational needs:

- Small step tracking (phonics) and more specific tests
- The completion of Initial teacher concern forms
- Following up parental concerns
- Tracking individual pupil progress over time
- Feedback from ELSA and our Family Support Worker
- Liaison with all parties at transition
- Information from previous schools
- Information from other services

Section 5: Graduated Approach to SEN Support

For children with less complex needs but who require support, they may be entered onto the SEN Support Record after ensuring the following criterion is met:

- Quality class teaching and differentiation coupled with appropriate and consistent intervention and support has not ensured adequate progress.
- Children have received adequate support from class teachers, teaching assistants and/or specialist staff
- Additional intervention and support cannot compensate for a lack of good quality teaching and class teachers are responsible for ensuring that a child with additional needs receives this.
- Regular and consistent reviews of the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- The class teacher is responsible for monitoring the progress of all pupils in his/her class. Therefore, the class teacher must initiate an Initial Concerns Forms about any issues or worries about a child's progress. This should involve the teacher and SENCO and consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- If there is a need for a higher level of support, the school is responsible for seeking advice from appropriate outside professionals and completing referrals e.g. Educational Psychologist or Speech and Language Therapists.

SEN Support Cycle

The SEN Support takes the form of a four-part cycle where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupils in making good progress and securing good outcomes.

ASSESS – PLAN – DO - REVIEW

- **Assess.** Each term, the teacher assesses the child's progress based on a number of sources as outlined above. The SENCo will also track the children on the SEN Support Record and scrutinise the child's work to corroborate the teachers' findings.
- **Plan.** Once the teacher identifies the next step, s/he will liaise with both the SENCo and the child's parents to discuss the provision and targets for the next term. These targets will form the basis of a Learning Plan.
- **Do.** During this term, the class teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching and differentiation is essential and the first step. Additional intervention and support add another layer of provision to this. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- **Review.** At the end of each term, the class teacher will carry out assessments of the child and record their progress. The teachers use a range of assessment and tracking tools as outlined above. The teacher will liaise with both the SENCo and parents to inform them of the results of the review and the next steps for the child. The SENCo will scrutinise children's books, intervention evidence and analyse trackers to ensure the targets are appropriate and are being met.

Section 6: Management of SEN within School

The SENCo maintains a SEN Support Record which is reviewed and updated termly. The parents of any child that moves on or off the Record will be contacted and advised accordingly. **Pupil Passports and SEND Provision** will be drawn up with parents and pupils to record any additional support and targeted interventions taking place.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to his/her needs, the school will involve specialists, including those in the school itself and or from outside agencies. These services can be commissioned by school or a paediatrician. For some pupils a more in-depth individual assessment may be undertaken by the school. Our school offers a range of assessment tools which include British Picture Vocabulary Scale, Pearson's Screening for dyslexia, Vernon Graded Word Spelling and Single Word Reading Test. The decision to carry out diagnostic tests is in consultation with the

child's parents and any outside professionals. The advice obtained, along with the views of the parent and child will inform the ongoing provision and be recorded.

Top-Up funding – SEND Intervention Funding and Education Health and Care Plans

If children require a high level of support, in excess of typical arrangements then the Pupil Passport and Provision paperwork will accompany a referral for additional **SEND Intervention Funding** or an **Education, Health Care Plan** using guidance and the current *Thresholds for Statutory Assessment of Special Educational Needs and Placement in Specialist Provision*. (These have been revised in accordance with the SEND Code of Practice 2014). Parents and pupils will have a further opportunity to contribute their concerns and aspirations to the process and the local authority will then agree on additional funding if appropriate.

If our school is unable to meet the needs of a pupil through our own provision arrangements, then we will seek advice to ensure that all reasonable adjustments are carried out, or provide support, to assist parents in finding an alternate provision in another setting.

SECTION 7: Criteria for exiting SEN Support

Conversely, if a child is progressing well; the gap narrows sufficiently for good quality teaching and differentiation to suffice; and it is likely they no longer require a higher level of provision and support, then the child will be removed from the SEN Support Record. This is after consultation with all stakeholders including the child and parents.

SECTION 8: Supporting Pupils and Families

- **Local Offer** The support and provision offered by the Local Authority is at: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>
- **School Information Report** The school's support and provision is outlined on the school website. <http://www.hugglescote.leics.sch.uk/>
- **Admission arrangements** No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act (2010) we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.
- **Access arrangements for examinations.** We expect *all* pupils to succeed and we ensure that every child has the appropriate level of support to access examinations. The Head Teacher, Deputy and SENCo apply for and organise these arrangements, offering each child the best opportunity to reach their full potential.
- **Transition** Each year all staff liaise and ensure that transitions between each year group are as smooth as possible. Information is exchanged along with pupil passports detailing all the children's strengths and difficulties. During Year 6, the children participate in a number of visits and events to familiarise

themselves with their new schools. Both SENCOs from the respective schools meet and exchange information, data and files. If necessary, the SENCOs organise additional visits/exchange of information to ensure the children are ready for their new schools.

SECTION 9: Supporting Families with Medical Conditions

- The school acknowledges that pupils at school with medical conditions require support so they can fully access education, including school trips and physical education. The school also supports children with medical conditions who are also disabled. (Equality Act 2010)
- Some children may have SEND and have a SEN Support or an EHC plan which involves health and social care needs, as well as their special education provision. (SEND Code of Practice 2014)
- The school has a medical policy and has rigorous guidelines for when and who administers medicine and follows care plans devised by medical practitioners.

SECTION 10: Monitoring and Evaluation of SEND

In line with the recommendations in the SEN Code of Practice 2014, the SENCO is responsible for:

- Overseeing the day-to-day operation of this policy
- Devising and following the SEN Action Plan
- Co-ordinating the provision for children with special educational needs
- Liaising with and advising teachers
- Overseeing and maintaining accurate records on all children with SEN
- Diagnostic testing of children (where appropriate)
- Generating risk assessments
- Liaising with parents of children with SEN, in conjunction with class teachers
- Identifying, leading and contributing to the in-service training of staff and supporting their everyday practice
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Carrying out work scrutiny, learning walks, observations of teaching and non-teaching staff and children, analysing data, trackers, diagnostic testing to ensure high quality provision for children with special educational needs
- Auditing, ordering and providing resources and equipment to support children with additional needs
- Liaising and reporting to the Senior Leadership Team and governing body
- Termly meetings with the SEN Governor
- Sampling of parents and children's views

Section 11: Training and Resources

The provision for SEN is funded by the school budget. Funds are deployed to implement the SEN policy. The following principles have been identified to support this:

- Staff deployment
- SENCo management time
- Resources including assessment & supporting children
- Staff training

Each year, there is an allocation for resources and training in line with the school development plan, performance management reviews and the needs of our vulnerable children that identify training needs.

All staff are encouraged to undertake training and development responding to the strengths and needs of all pupils in their class. New members of staff undertake induction, meeting with the SENCo to explain systems and structures around SEN provision and practice and to discuss individual needs of the pupils on the SEN Support Record.

The school's SENCo has the national qualification for SENCos and regularly attends the Local Authority's SENCo network meetings.

Section 12: Storing and Managing Information

Any documentation relating to children with special educational needs is stored in line with the Information Management Policy.

Section 13: Curriculum Access and Provision Links with Education Support Services

Effective working links are maintained with:

- Children and Young People's Services such as Community Paediatrics, CAMHS, etc
- Community Health Services e.g. Speech and Language Therapists, occupational health, physiotherapy, etc
- Children and Family Wellbeing Service
- SENDIASS
- Specialist Teaching Service – e.g. Autism Outreach team, Hearing Support Team, Learning Support Team, Vision Support Team
- ADHD Solutions
- Outreach Services such as Forest Way Teaching Alliance and Oakfield School to School Team

Section 14: Links with Other Schools/Integration Links

Links are also maintained with the following schools:

Forest Way School

The Newbridge School

Collaborative Partnership Schools

Section 15: Accessibility

- The school has followed or made reasonable adjustments to steps identified in the SEND accessibility plans to increase or assist access for pupils who are disabled. The accessibility plan can be found on the website.
- Our school endeavours to increase and promote access for disabled pupils to access all areas of the curriculum including after school clubs, school trips and residential visits.
- Children are provided with equipment and resources to enable them to access the curriculum. These include, pencil/pen grips, spring loaded scissors and a range of speech/text software and resources.
- Parents are informed of events and information via text messaging (currently Weduc), school website and paper copies.
- Parents and carers of children with special educational needs can contact the SENCO via email, telephone or by appointment.

Section 16: Dealing with complaints

Protocols for parents to comment, compliment or complain are outlined in our Complaints policy.

Section 17: Bullying

The Anti-Bullying policy and protocols for dealing with bullying are available to view at school. We do not tolerate any incidences of bullying and are aware of our vulnerable children. Children with Special Educational Needs are involved in every aspect of our school alongside children without additional needs. These include the School Council. We are innovative in our approach to building up the independence and resilience of our children, encouraging them to take risks in a safe and supportive environment.

Section 18: Reviewing the policy

This policy will be reviewed annually.