



# SEND Policy

**Policy on identifying and providing for pupils with Special Educational Needs and Disabilities**

<b>Policy review Date</b>	March 2024
<b>Date of next Review</b>	March 2025
<b>Who reviewed this policy?</b>	Governing Body
<b>Date approved by Governing body</b>	Spring 2024
<b>Headteacher</b>	Mrs Georgina Delmonte
<b>Chair of Governors</b>	Mr Chris Speller

*This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.*

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## Guiding Principles

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

*All children are entitled to an education that enables them to:*

- *achieve the best possible educational and other outcomes, and*
- *become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.*

*SEND Code of Practice January 2015*

## Three principles for Inclusion

- Setting suitable learning challenges - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- Responding to pupils' diverse learning needs - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils - We recognise that a minority of pupils will have particular needs that will create barriers to learning which we will minimise through special arrangements.

## Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (September 2014) and the following legislation:

The Equality Act, 2010

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEND information report.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure the school has an Accessibility Plan in line with statutory guidelines.
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEN) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach with 'Assess, Plan, Do, Review' cycles in order to match educational provision to pupils' needs;

- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the views of children and young people concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

## Roles and Responsibilities

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

Governors will fulfill their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the school's SEN policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEN governor or committee of governors taking the lead, will be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEN provision and ensure all staff are appropriately trained and qualified.

The Headteacher has overall responsibility for the day to day management of SEN provision and the Accessibility Plan. She will work closely with the school's SENDCO and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. She will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENDCO achieves the statutory requirements for the performance of her duties.

The SENDCO (Mrs Alison McKinnon) has to be a qualified teacher and a member of the School Leadership Team and must meet the statutory standards for practice including those necessary to ensure full accreditation.

The SENDCO will be responsible for:

- the day to day operation of this policy
- coordinating provision for pupils with SEN by working closely with staff, parents/carers and other agencies
- providing professional guidance to colleagues with the aim of securing high quality teaching
- monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement
- collaborating with curriculum coordinators to ensure learning for all children is given equal priority
- ensuring that proper records are kept
- contributing to the in-service training of staff; using available resources to maximum effect

The SENDCo will often have additional roles such as managing staff who work specifically with pupils who have special needs.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Responsible Person for implementing an EHCP: Mrs Alison McKinnon

The school has informed the LA that, when the LA concludes that a pupil at the school requires an Education, Health and Care Plan, they should inform Alison McKinnon who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

## Admissions

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy makes no distinction with regard to pupils who have different kinds of SEND, although pupils with an EHCP will have priority. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the SENDCO will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The child's previous school is responsible for providing this information.

## Special facilities

Specialist accessible toilet facilities are available in the canteen, EYFS, KS1 and KS2 buildings. Ramps are available at all doors in KS2 and access to the KS1 building is possible through every door.

The school's Single Equality Scheme outlines, through the Action Plan, how the school will further improve access to the whole school's curriculum and physical environment.

## Resources

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first 9.3 hours of any SEND support required by a pupil.

## Stages of Intervention and Provision

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through quality first '**Wave One**' teaching. Pupils falling just below the expected attainment at any point in the year will usually benefit from '**Wave Two**' catch-up intervention programmes. When a pupil is consistently and significantly falling behind normal expectations, they will be placed on the school's SEND Register at SEND Support Level. Pupils who are deemed to

have 'high needs' at 'SEND Support' and those with an EHCP may require '**Wave Three**', more personalised interventions.

## SEN Support

In line with the SEND Code of Practice, we adopt a graduated approach with four stages of action: assess, plan, do and review.

1. When a teacher, member of support staff or the SENDCO identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will also be given, when setting homework, that it is differentiated to reflect the pupil's individual needs. An important feature of SEN Support is that teachers in regular daily contact with the pupil who are familiar with all known information about the pupil should respond to any needs or concerns.
2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
  - makes little or no progress
  - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with LA Guidance
  - persistent emotional difficulties which continue despite management techniques generally used in the school
  - has significant sensory or physical problems that impact on the child's ability to learn
  - has communication and/or relationship difficulties which continue despite differentiated approaches.
3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff. The views of the pupil will also be sought.
4. The SENDCO will undertake further assessments of the pupil as appropriate. Advice from outside specialists may be sought to assist with such assessments to ensure that future support and provision for the pupil is appropriate.
5. The SENDCO will facilitate the collection of all available information about the pupil. Information will be collected from;
  - within the school, using pastoral systems and identified link staff working in departments and faculties
  - progress tracking information
  - parents/carers and the pupil.
6. The SENDCO and Year Group Leader, in conjunction with the class teacher should agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved. This should be recorded in an Individual Education Plan.
7. The pupil's class and set teachers, where appropriate, will be responsible for working with the pupil on a daily basis and for planning, writing and delivering the Individual Education Plan (IEP).

8. All staff will be involved in providing further help to pupils. (Note: For this reason the arrangements for recording IEPs should be planned and agreed with all staff and endorsed by the inclusion team).
9. The IEP will be reviewed on a termly basis.
10. The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent IEPs will reflect strategies to meet their needs and show a graduated response to those needs.
11. A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENDCO in consultation with teaching staff, parents and pupil.
12. Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.
13. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils. At this point, the pupil, in consultation with the parent, will be removed from the school SEND Register but their progress will continue to be monitored.
14. If the pupil or young person:
  - continues to make little or no progress in specific areas over a long period of time;
  - continues working at National Curriculum levels substantially below that expected of pupils of a similar age;
  - continues to have difficulty in developing literacy and numeracy skills;
  - has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme;
  - has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency;
  - has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning;
  - is receiving at least 9.3 hours per week of support and any pupil premium to which they are entitled then an Education, Health and Care Needs Assessment may be sought from the Local Authority.

### **School Request for an Education, Health and Care Needs Assessment**

The SENDCO will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual education plans (IEPs) for the pupil
- records of regular reviews for **at least a twelve month period**
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress in National Curriculum levels
- attainments in literacy and numeracy
- educational assessments from the Speech and Language Service, an advisory specialist support teacher or an educational psychologist

- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs by way of an Education, Health and Care Plan. The school's role here is to continue to support the pupil and this remains the case if, following an assessment, the LA decides not to issue an Education, Health and Care Plan.

### **Education, Health and Care Plan (EHCP)**

If the LA does decide to issue an Education, Health and Care Plan then the school's role is as follows.

1. The SENDCo will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.
3. Progress will be formally reviewed by holding an annual review meeting.
4. The SENDCO will seek:
  - written advice from parents and professionals
  - ascertain the views of the pupil
  - convene the review meeting
  - prepare a review report for the LA
5. Those to be invited at least two weeks before the meeting are:
  - the pupil's parent/carer
  - relevant teacher/s and TA/s
  - representative of the LA
  - the pupil
  - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to secondary education, SENDCO or representatives from secondary settings
6. The review report will be copied to parents, LA and other relevant professionals no later than 14 days after the meeting or at the end of term, whichever is the earliest.

### **The Annual Review in Years Five and Six**

The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan (EHCP) if required. The Plan once amended will be used to inform the consultation for secondary schools in the following Autumn Term. The secondary school placement for all youngsters with EHCPs will be decided by February 15<sup>th</sup>. Following this planning for transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENDCO or their representative from the receiving

secondary review will be invited. This must be a person centered review and a one page profile written to go with the pupil to secondary school.

## **The Final Review in School**

The final annual review carried out preferably in the Autumn Term in the school will identify the young person's likely destination on leaving school and liaison preferably through a person centered review will take place with the receiving Further Education Provision.

## **Inclusion**

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community.

Regardless of the stage pupils have reached, all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

1. They will benefit from some intensive individual work on a cross curricular skill;
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

## **Involving pupils and parents/carers**

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will build a relationship with parents of pupils with SEND and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and the pupil's needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

## **SENDIASS Services**

The LA has made arrangements to provide impartial information and advice on SEND matters to the parents/carers of pupils with special educational needs and disabilities.

The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website [www.havering.gov.uk/pips](http://www.havering.gov.uk/pips) . Parents will be informed of the availability of this service, which includes access to an independent parent supporter.

In Havering this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from the Parent Partnership Service. Further information on local SEND services can be found on the Havering Local Offer website:

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page>

This link is also referenced on our School SEND Information Report.

## Leaving School

When a pupil leaves the school, the SENDCo will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above.

## Working with outside agencies

The SENDCo will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The SENDCO will ensure that staff have relevant training and there are procedures in place to support pupils.

## Complaints

If you have any complaint about the special educational provision we make for your pupil please speak to the Head Teacher or to a member of the governing body. If you speak to a governor s/he will, in the first instance, refer the matter to the Head Teacher.

The Head Teacher will investigate and will contact you within 5 school days.

If she has not resolved the matter to your satisfaction it will be referred to the Chair of Governors, who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting.

For full information, please see our Complaints Policy which can be found on our school website

<https://hilldene.havering.sch.uk/>

## Monitoring and Evaluation

The Governors ensure that SEND provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities.
- The number of pupils at SEN Support and those with Education, Health and Care Plans in each year group.
- The movement of pupils on SEN Support and Education, Health and Care Plans across the categories as recorded on the school's provision map.
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples selected from all stages of pupils with special educational needs especially those who are Looked After by the Local Authority.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected on IEP forms.

- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

### **SEND Information Report**

On its website, the school will publish an annual report on SEND containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found (as above).

### **Review of Policy**

All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed and updated every three years.

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individual within our school community.