



HUTTOFT PRIMARY AND NURSERY SCHOOL (Academy)

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

A Governing Body Policy reviewed annually in Spring Terms.

Last renewed – December 2022

This Policy has been updated in the light of the SEND Code of Practice 0 – 25 guidance.

The School's SENCO is Miss Mullen who is also our Leader of Inclusion and Welfare.

1a) AIMS

To raise the aspirations of and expectations for our pupils with Special Educational Needs so they gain the maximum benefit, enjoyment and equal opportunity from the curriculum offered in our school.

This Policy describes the values we hold and the arrangements we make for children who have differences which may include barriers to learning – i.e., those pupils who at some point during their time at school need additional support to take full part in School life.

1b) OBJECTIVES

- we will identify and provide for pupils who have Special Educational Needs and/or Disabilities
- we will work within the guidance provided in the 2014 SEND Code of Practice and subsequent updates to it
- we will operate 'a whole pupil, whole school' approach to the management and provision of support for SEND
- we will provide support and advice for all staff working with pupils on the SEN Register
- we will develop and maintain good levels of engagement with parents/carers
- we will ensure access to the curriculum for all pupils



2) IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

a) Admission arrangements for pupils of any age entering Huttoft Primary and Nursery School (Academy) include a full discussion with parents/carers and other agencies according to the needs of the child. Children with Special Needs without an Education Health Care Plan (EHCP) will have their needs assessed as soon as possible after entry. Children with an EHCP will have the entitled provision set up as quickly as possible.

b) Each class teacher is a teacher of every child in his/her class, including those with SEN. Each class has an annual allocation of teaching assistant time to be used at the class teacher's discretion. It is the class teacher's responsibility to make an early assessment and to put in place additional or differentiated provision to address the needs of that assessment for any child who appears to be failing to achieve. This is overseen by the SENCO and discussed regularly between members of the Senior Leadership Team. Termly meetings take place between class teachers and the SENCO where progress of pupils on the SEN Register is discussed and any First Concerns are raised if the class teacher feels a child is causing concern in one or more of the 4 identified areas of need (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Physical and Sensory).

In addition, at Huttoft Primary and Nursery School (Academy), we recognise that one or more of the following may impact on a child's progress and attainment too:-

disability, attendance and punctuality, health and welfare, English as an additional language, Pupil Premium eligibility, Looked After Child (LAC) status, service personnel status, family circumstances.

We regard concerns relating to a child's behaviour as an underlying response to a need – we will recognise and identify that need.

3a) A GRADUATED APPROACH TO SEN SUPPORT

Roles and Responsibilities

The new four part cycle of SEN support is a 'graduated approach' to meeting needs. Teachers at Huttoft Primary and Nursery School (Academy) follow and implement the cycle of '**Assess, Plan, Do, Review**' as it allows for more frequent focused reviews in the road to matching intervention to needs.

i) *The class teachers and teaching assistants will –*

- apply 'Quality First' teaching methods
- differentiate activities for pupils appropriately
- raise initial concerns about a pupil(s) directly with the SENCO
- identify pupils requiring additional support in their class, identify their individual need(s) and map out a route to achieve that need
- consult the SENCO for advice and/or support
- monitor individual progress half termly reporting back to the SLT/SENCO via Pupil Progress, Headteacher/Class Teacher meetings and staff meetings
- liaise with colleagues in writing Individual Education Plans



- meet with parents/carers of SEN children at termly IEP discussion meetings and update them/collect their views
- meet with other agencies when required by the SENCO
- share in INSET for SEN



ii) *The SENCO will –*

- prepare and review the Special Educational Needs Policy on behalf of the Governing Body
- oversee day to day operation of the SEN Policy and Special Needs resources including expenditure
- arrange for external identification and assessment of pupils' needs as necessary
- formulate and maintain the Special Needs Register
- ensure individual SEN files are kept up to date
- co-ordinate provision for pupils with Special Educational Needs
- receive and collate reports for SEN pupils from staff and external agencies
- direct staff in writing and reviewing IEPs for pupils on the SEN Register, ensuring these targets and the provision in place is shared with parents/carers
- organise and attend Annual Review Meetings for pupils with an EHCP
- meet with parents and outside agencies as appropriate
- advise on aspects of differentiation, teaching and learning styles and resourcing as required
- follow up individual progress reports from class teachers
- arrange for administration of screening tests
- contribute to the in-service training of staff
- liaise with potential next providers of education to ensure a smooth transition
- liaise with previous settings where children with a Special Educational Need transfer to Huttoft Primary and Nursery School (Academy)

iii) *The Governing Body will –*

- have a named member whose special interest is SEN(D).
- ensure that a summary of the SEN Policy is published on the website
- be involved in developing the School's SEN(D) Policy
- report annually on the success of the SEN Policy
- ensure SEN(D) provision is an integral part of the SDP
- ensure the SENCO has adequate funding provided in the Budget to carry out effective support for SEN



3b) **A GRADUATED APPROACH TO SEN SUPPORT**

Managing Pupils' Needs

- i) Following a raising of concern(s) about a pupil's lack of progress and/or behaviour, attitude to learning - through the cycle of Pupil Progress Meetings, staff meetings, or known information (in the case of a new pupil) – the SENCO and class teacher will meet to consider these three actions as a suitable programme of support to be taken next –
- additional timetabled teaching assistant time within the classroom
 - additional resource(s)/equipment
 - access to Intervention groups beyond the classroom

In each case the specific content of the programme of support will be formally directed by the class teacher in order to best address the child's need(s).

ii) If concerns about a pupil's lack of progress continue to be identified after the support described at i) has been effected and reviewed the SENCO and/or Class Teacher will invite the parents/carers to an informal meeting to discuss our observations and concerns ahead of including the child on the school's Special Needs Register and if appropriate accessing the support of external professionals. This is called SEN Support. In addition, the Headteacher initiates meetings with parents when individual rates of progress are not in line with expectation.

All children on our SEN Register benefit from an Individual Education Plan (IEP) which is prepared by the class teacher; taking advice from the professionals involved as well as their own professional knowledge of teaching and learning. The IEP sets out exactly what the child needs to achieve in small, measurable steps and the strategies and provision that will be used to reach that achievement. The SENCO directs and co-ordinates the administration and circulation of IEP's – including to parents/carers. The time scale for an IEP may be half termly, or termly – depending on the individual need – after which it will be reviewed by staff, the child's view recorded, the 'next steps' identified and the next IEP begun. These will always be shared verbally with parents/carers. The class teacher is responsible for evidencing the progress through the IEP which may take place at the Pupil Progress Meeting as well as at the IEP review point.

Some children on the SEN Register also have an internal 'passport' which describes their routines/personal interests and compliments their SEN requirements. The passport is updated annually, or more often if required.



The external professionals that the SENCO may seek parents' permission to access for their child include –

- STAPS (Learning Support Service)
- EP (Educational Psychologist)
- SALT (Speech and Language Therapy)
- SIS (Sensory Impaired Service – visual/auditory/physical)
- Social Services
- IT Outreach Service
- The Working Together Team (WTT)
- Health Authority
- EWO (Educational Welfare Officer)
- TAC (Team Around the Child)
- BOSS (Behavioural Support)

The SENCO will liaise with these agencies, involving parents and other members of staff as necessary.

- iii a) In the event that we find ourselves unable to fully meet the needs of a pupil with an EHCP having worked through the aforementioned provision arrangements, we will conduct an early Annual Review to evidence the provision needed to fully support the child and ask for increased funding or a change of placement. To do this we will work with the parents/carers and the SEND department.
- iii b) In the event that the child makes the accelerated progress at any point during 'SEN Support' then after full consultation with parents/carers from the class teacher and/or SENCO the decision will be made to remove the child from the SEN Register as they no longer require anything different or additional to Quality First Teaching.

4. STORING AND MANAGING INFORMATION

All information relating to individual pupils on the SEN Register is retained in individual pupil folders in the SLT office upstairs in a locked filing cabinet. Copies of the **most recent** and relevant information for individual pupils – including IEPS, reports from external agencies – are provided to parents/carers and relevant staff. They are filed in the class SEN file retained by the class teacher.

The paperwork from the SEN file will be transferred to the next school when the child moves on; that filed by the class teacher will be returned to the office for confidential waste disposal. In both cases it is the responsibility of a member of the SLT to action these matters.



5. **COMPLAINTS PROCEDURE**

The school seeks to resolve any complaints received, quickly and effectively. This is done through the School's Complaints Procedure, a copy of which is available via the school's website or on request.

6. **REVIEWING THE POLICY**

The Governing Body will review this Policy annually. At each review comments about our provision for SEN, received during the previous year will be considered. Staff will make an annual review of the effectiveness of the implementation of the policy each year too. This will be reported to the Governing Body. Success will be measured through –

- Parents'/carers' perceptions recorded at Reviews/Consultation/discussion meetings
- pupils' perceptions of how well their needs are being met
- teachers' and support staffs' perceptions of how well their pupils' needs are being met in relation to SEN
- governors' perceptions of how well SEN is being addressed in the school
- outside agencies' perceptions of how well SEN is being addressed in the school
- comments from the teachers of our pupils at secondary schools
- the extent of curriculum breadth
- internal and external pupil assessments
- the pattern of SEN referrals year by year

7. **INSET**

It is important that the school's staff feel confident in dealing with pupils with Special Educational Needs and Disabilities in their lessons. Staff receive documentation/advice from the SENCO via whole staff and 1:1 meetings, INSET activities, emails and hand-outs. Access to training is organised by the SENCO according to the needs of individual members of staff and the needs of the school's current pupils. This may involve an informal discussion with an external SEN professional and/or working in partnership with one of our local secondary schools.

8. **RESOURCES**

All classrooms have a bank of differentiated resources and these are often shared. Equipment that is specific to a child transfers with it. Transition activities and information for parents are well established within this school; these may include supported visits to the new setting. The Intervention Room contains a wide variety of resources for different learning needs, the SENCO has a file of resources for behaviour management and retains resources specific to early language development, Autism, dyslexia as well as many other needs and disabilities.



Each classroom also has a designated Calm Corner which is designed for all children to access if and when they (or an adult) feels they need some time to reflect on their choices and self-regulate their emotions. Calm Corners are equipped with fiddle toys, books highlighting emotions, body mapping cards, feelings fans, worry monsters (YR-Y3). There is also a quiet room upstairs equipped with similar resources and beanbags for when it is more appropriate for the child to be out of class to de-escalate.

