



Special Educational Needs and Disabilities Policy

Haslingfield Endowed Primary School

Approved By	FGB
Date Approved	October 2024
Last Review	March 2023
Next Review Due By	October 2025
Responsible Officer	Donna Peck Natalie Williams

1. Introduction

1.1 Haslingfield Primary School is committed to the promotion of equality and diversity. All our policies follow the principles outlined in our Equality & Diversity Policy. This policy is based upon the Special Educational Needs and Disabilities Code of Practice 0-25 years, September 2014, which gives practical guidance to schools on how to implement their statutory responsibilities.

1.2 Haslingfield Endowed Primary School is a mainstream Local Authority school, which has an inclusive approach to ensuring that all children have the opportunity to reach their potential. For the majority of pupils, their needs will be met by our provision of a well-balanced, carefully planned and differentiated curriculum in which skilled and diverse teaching strategies are employed. Some pupils will require some degree of extra support in their learning for varying periods of time, according to their level of need. The school recognises that some pupils will need more specialist and targeted support to engage fully in school life and meet their full potential, thus they will be offered a more personalised approach and programme to learning.

1.3 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.

A child is identified as having SEND if:

- They fail to match or better their previous rate of progress;
- They develop a specific need, which cannot be rectified through high, quality teaching, focused teaching and differentiation alone.
- Their progress is significantly slower than that of their peers, resulting in a widening gap in their attainment with that of their peers.
- They have a formal diagnosis from a recognised professional

1.4 There are 4 primary areas of SEN:

- Communication and Interaction.
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and or Physical needs

1.5 We recognise that progress and attainment may be affected by issues other than SEND; these could be:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare

- EAL
- Being in receipt of Pupil Premium grant
- Being a **Child in Care (CIC)**
- **Being a Child Previously in Care (CPIC)**
- Being a child of a Serviceman/woman
- **Experiencing a traumatic event (eg, a bereavement)**
- **As an impact of safeguarding matters**

2. Aims and Objectives

2.1 In making provision for pupils with SEND, our aims and objectives are:

- to work in partnership with children and their families at every stage of the SEND process;
- to create an environment that **aims to** meet the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to **aspire for** all children to have full access to all elements of the school curriculum.
- to ensure all necessary resources are made available to meet children's needs.

3 Educational Inclusion

3.1 At Haslingfield, we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high **aspirations** of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of the school community.

Through appropriate curricular provision we respect the fact that children:

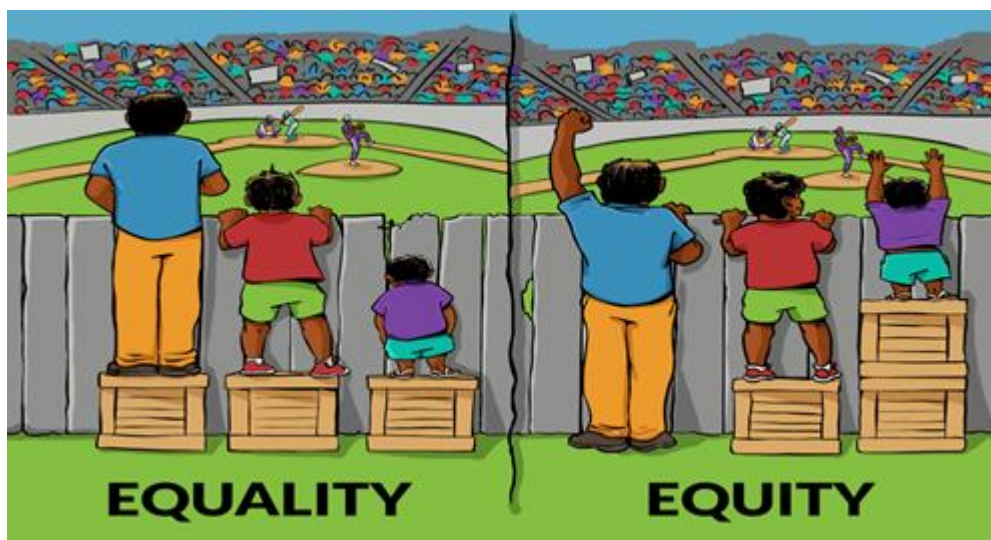
- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experience.

We understand the difference between **equality and equity**. Equality concerns each individual receiving the same, whereas equity relates to each individual receiving what they need.

At Haslingfield we view providing for our children with SEND as a matter of equity. This vision is **achieved** by understanding that some children may need more of a particular strategy, intervention or resource to enable them to succeed and thrive

according to their development and next steps.

Figure 1. Equality V Equity visual representation



3.2 Teachers respond to children's needs by:

- 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 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, so that they are able to participate, where possible, in the learning opportunities the school offers
- Engaging with external agencies and professionals (coordinated by the SENDCO)

3.3 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 work, with small groups or individuals, as specified by the teacher;
- Using appropriately modified resources or activities to help meet specific objectives.

4 Roles and Responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEN in their own class and liaise with the SENDCo, who co-ordinates SEN within the school. The SENDCo in turn keeps the Governing Body fully aware of SEN issues.

4.1 The class teacher is responsible for:

- Identifying any areas where the child has an unmet need and highlighting this to the school's SENDCo;
- Making reasonable adjustments to the curriculum to ensure the child's needs are met in an inclusive way;
- Monitoring the progress of each child during all teaching activities, identifying and planning further support either in the classroom or through an individual or group intervention;
- **Ensuring appropriate provision and resources are available**
- **Ensuring Learning Coaches are appropriately briefed and that planning is shared in a timely manner to maximise the success of each teaching session**
- Contributing to Assess, Plan, Do, Review (APDR) cycles, **an individual plan**, which prioritises and addresses the next steps the child needs in order to make progress.
- **Ensuring that Learning Coaches supporting children with additional funding, have read the child's EHCP and understand the target and objectives being aimed for.**
- **Being the first point of contact for parents and carers.**

The class teacher will make reasonable adjustments to the curriculum to meet the needs of all individuals in the class. 'High Quality Teaching' strategies are employed to ensure everyone can access the lessons. **This will** include:

- In Numeracy: **providing mathematical equipment to support learning, e.g.** Numicon, multilink cubes, bead strings, number lines and number squares, place value grids;
- In English and all written work: **adopting** Dyslexia-friendly approaches **and provide supportive materials, e.g.** word banks/mats, writing frames, sentence starters, whiteboards and notebooks;
- **Providing individual organisational aids where appropriate, e.g.** task planner with steps broken down **and** visual timetables;
- **Providing and training children to use electronic** equipment such as Ipad, **laptop** and Talking Tins;
- Quiet work station providing reduced sensory stimulation for those who require this;
- Concept maps, structured paper and pictorial representations;
- Small focused group work with the class teacher or TA.

4.2 The role of the Special Needs Co-ordinator:

- Acting as a link with parents, alongside the class teacher;
- Taking a lead on referring for support to external professionals: through support and guidance to those involved, ensuring paperwork is completed and submitted.
- **Leading and coordinating Educational Health and Care Plan annual reviews,**

including the completion of relevant paperwork

- **Having a whole-school over view** and coordinating the provision for children's special educational needs;
- Mapping provision and deploying support staff, alongside the Headteacher.
- Monitoring the quality and effectiveness of provision;
- **Support the senior leadership team in identifying where training for staff may be required, and leading on the acquiring the relevant course / resources**
- Supporting and advising colleagues on the gradual approach to SEN support;
- Transition arrangements from pre-school and into secondary school for children with SEND;
- Transition between classes, especially transition between key Stages;
- Work with the Year 6 teacher to arrange Access Arrangements for Statutory Assessment Testing;
- **Work with the Early Years teacher to help early identification of needs**
- Acting as a link with external agencies and professionals;
- Maintaining the SEND register.
- Contributing to and managing the records of all children with SEND;
- Adhering to processes as required by the DfE and Local Authority;
- Reporting to the governing body at least once a year
- **Meeting with the SEND link governor at least once a term**
- **Arranging TAF meetings with parent/carers for children with high need**
- To line manage the SEND budget, with final approval by the headteacher.
- Managing the day-to-day operation of this policy.

4.3 Role of teaching and support staff:

- to focus support in class, on the achievement of lesson outcomes, with individuals and groups of children;
- to play a pivotal role in the delivery of intervention programmes to pupils with SEND;
- to liaise with parents, pupils and class teachers in planning and reviewing provision;
- to maintain records of interventions carried out.
- **To, when appropriate, add to APDR documentation**

4.4 The role of the Governing Body

Working within available resources the Governing Body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body has decided that children with SEND will be admitted to the school in line with County agreed admissions policy.

4.5 The role parents and carers have in supporting their child

At Haslingfield we believe that parents and carers are essential in ensuring their children reach their potential. We always encourage parents to speak to staff regularly about their child's progress and communicate any concerns as soon as they become apparent. We firmly believe that strong partnerships between school and home are vital to the success of any provision made for children with SEND.

As well as engaging in school events, parents and carers are involved in their child's education by:

- Attending parent consultations and open-door evenings;
- Receiving, reading and signing progress and target reports;
- Supporting homework tasks;
- Responding to invitations to discuss, review and plan future support for those with additional needs;
- Contacting the class teacher in the first instance when a concern arises.
- **Being open-minded in considering provision and interventions that require parental consent**
- **To attend SEND coffee mornings and SENDCo drops in to gain extra support or ideas for their children.**
- **To use the information and links on the school website.**

4.6 The role of SEND children in their education

Children are made aware of their achievements related to their intended learning outcomes level. Children with SEND are involved in a continual dialogue with their class teachers and Teaching Assistants to review their targets and discuss with staff their understanding of how they need to improve further.

Children have opportunities on a daily basis to discuss their feelings, thoughts and any concerns with adults in the school. Most children prefer to chat to their class teacher or teaching assistant, however there is also a 'chatter box' where children can post a note if they feel unable to verbalise how they feel.

4.7 Allocation of resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs and disability provision within the school, including the provision for children with Education, Health and Care Plans

The Headteacher/SENDCo agrees with staff how to use funds directly related to needs and this is linked to the school development plan.

5. Assessment

- 5.1 Early identification of special educational needs is vital. 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 make reasonable adjustments and plan an appropriate programme of appropriate 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. This may include the use of standardised assessments to identify specific areas of need e.g. **Phonological Awareness Battery (PhAB)**; **York Assessment of Reading Comprehension (YARC)**; Sandwell Maths Assessment, Boxall

- 5.2 The school uses a number of approaches to identify those children that have additional needs. Some of the strategies are:
- Liaison with previous schools;
 - Concerns from parents;
 - Termly assessment data;
 - Use of standardised tests.
 - Liaison with outside professionals e.g. specialist medical staff, **SEND Services**;
 - Observations by staff in a variety of settings including the playground.

A child is then identified as having SEND if:

- They fail to match or better their previous rate of progress;
- They develop a specific need which cannot be rectified through high quality teaching, focused teaching and differentiation alone.
- Their progress is significantly slower than that of their peers, resulting in a widening gap in their attainment with that of their peers.

The class teacher will, through consultation with parents, discuss any concerns with the SENDCo and make the appropriate provision and reasonable adjustments for that child. Any additional support that is required will be monitored and reviewed on a regular basis.

- 5.3 What happens if my child requires SEND support?

When children are identified as having SEND, the school considers a variety of

approaches in order to meet the child's needs. Children will undergo a process of **Assess, Plan, Do, Review (APDR)** and a support plan is decided upon collectively by the class teacher, parent and child (where appropriate), overseen by the school SENDCo.

Some of the support that is offered may include:

- Personalised differentiation within curriculum areas;
- Access to additional adult support in lessons;
- Access to social support in a group setting;
- Specific personalised support delivered individually or in small groups according to need;
- Access to specialist provision from external agencies such as speech therapist, school nurse educational psychologist, etc.

When needed, adaptations can be made to include children to the best of their ability in the mainstream classroom, for example specific seating due to visual impairments or other physical needs.

- 5.4 All children who require SEND support beyond Level 3 will undergo a process of **Assess, Plan, Do, Review (APDR)**, which identifies and then seeks to address their specific needs, in the form of smart targets which are achievable over short timescales. Outcomes are reviewed at regular intervals to determine the impact of the focussed support on closing the gap in their attainment compared with their peers.

Assess

Class teachers will assess a variety of information they have about the child, including tracking progress and will arrange a meeting to discuss this with parents. A team approach is taken to identify a child's specific needs.

Plan

The class teacher will share outcomes of the Assess phase with the child's parent and discuss the level and content of focused support and reasonable adjustments to be put in place to meet the child's needs.

Do

The agreed support is put in place and monitored by the class teacher and overseen by the SENDCo. Support will be carried out by both the class teacher and TA, and if appropriate, an intervention group that runs outside of the classroom may be required.

Some targets may involve participation in an intervention or booster group to target specific areas of learning. Examples of these are:

- Literacy: **NELI (EYFS only)**, Focus on SPAG, PAPT, Accelerated/Accelwrite, Project X Code, **Little Wandle Catch-up resources**;
- Numeracy: 1st Class at Number, RM Maths and Numicon;
- Communication and interaction: Time to Talk, Lego Therapy or Spirals;

- Sensory/physical: Sensory Circuits and 5 a day;
- Social, emotional and mental health: circle-time and individual or group self-esteem/confidence group.

These interventions are usually carried out by a trained TA in consultation with the school SENDCo.

Review

Parents and teachers will meet to review targets, whenever a target or set of targets has been met or a new target has been identified, usually termly, although it can be more often. **The SENDCo would not normally attend an APDR review meeting;** the SENDCo may be involved in this meeting, particularly if the child has failed to make expected progress or close the gap despite focused support.

The APDR process is kept electronically as a running record of the child's SEND history. If the **APDR** process has successfully achieved the desired outcomes then it can be paused. If there are further SEND in the child's school journey, the **APDR** process can be re activated at any time.

- 5.5 A child would normally go through two cycles of **APDR**, and if the support put in place has failed to impact on their progress and closed the gap in their attainment, it is at this point that additional advice and further assessments would be requested from the Specialist SEND Service, which now includes the Educational Psychology Service. A **Required Information and Consent (RIC)** form must be completed to access this support.

5.6 Progress and Specialist support

If a child has gone through the 'Assess, Plan, Do, Review' cycle and does not make progress, then the advice of external agencies will be sought. The SEND Specialist Service (formerly Specialist Teaching Team) can be accessed, with parental permission, to assess what more can be done for the child. New strategies may be identified and carried out.

- 5.7 If additional services are required from other external agencies, **an Early Help Assessment (EHA)**, formerly known as a CAF, will be initiated electronically by the SENDCo, following consultation with parents and having acquired their consent. The **EHA** is a document which details the child's difficulties and the strategies that have been used in the past. This forms a pathway to additional advice and support from specialist local services.

These services include:

- Speech and Language therapists
- Occupational therapists

- School nurse
- Community Paediatrics
- Emotional Health and Wellbeing Service (EHWS)
- CAMHS
- **Family Support Workers**

Most children who access specialist support, will begin to close the gap to the point where they are able to make expected progress broadly in line with their peers, once focused strategies and interventions have been completed. However, children with complex and long-term needs may need additional support in the form of tailored provision within the classroom. This may require additional adult support. In this instance the school and parents, along with specialist services, would work together to complete a **Needs Assessment** to be put forward for an **Education, Health and Care Plan (EHCP)** which would enable the school to fund additional resources to support the child in a mainstream classroom on a longer term basis.

5.7 Education, Health and care Plans (EHCPs)

An EHCP is for children and young people aged 0 – 25, with complex, long term needs that cannot be met by the support put in place by their school or college without additional funding from the Local Authority. It focuses on identifying individual outcomes and puts children, young people and their families at the centre of the assessment, planning and review process. EHCPs have the same protection in law as a Statement of SEN.

Parents or carers, young people over the age of 16, early year's settings, schools, colleges and any professionals working with a child or young person can request an EHC needs assessment.

Once the **Statutory Assessment and Resources Team (START)** receive a request, they will gather information about the child or young person's needs and the support that is already in place for them. Parents, carers, the child or young person, their school, college and any of the professionals working with them already, will be asked to provide information.

In order to comply with the overall statutory timescales of 20 weeks, from the request for assessment to the final EHCP, the draft EHCP should be issued within 14 weeks from the request for an EHC needs assessment.

When all the information has been gathered a decision whether to carry out an EHC needs assessment will be made. This decision will be made by the Local Authority following discussion with the EHC needs assessment panel who act as an advisory body. The panel is made up of Senior SEND officers, head teachers and senior representatives from Social Care and Health.

If the panel agrees that your child is eligible for a plan an EHC needs assessment will be

completed. If the panel decides that your child is not eligible for a plan, START will contact you to explain why an assessment will not be carried out. They will make sure that you are aware of other sources of support and can **arrange a Next Steps meeting** with you to discuss the decision **and plan the next steps to take in the process**. If you are not happy with this decision, you can take part in disagreement resolution or mediation services.

6. Training

Staff are constantly undergoing training and professional development to update their skills and knowledge, most of which happens in-house during staff meetings and is either facilitated by members of the SLT, the SENDCo or external trainers. All staff have had training on the latest SEND reforms, Social Communication and Interaction difficulties and Dyslexia-friendly classrooms. These are repeated and updated yearly.

Staff are reminded of good practice and are given updates on school practices and procedures that they need to implement as part of the everyday running of the classroom.

Additional SEND training most recently undertaken by both Teachers and Teaching Assistants at Haslingfield include

- **Lego-based Therapy intervention**
- ElKAN
- Sensory Circuits
- Behaviour that Challenges in Children.
- Mental Health in Children
- **Trauma informed practice**

7. Transition

At Haslingfield we are aware that all children find key transition points tricky, whether it be from Foundation stage to KS1, KS1 to KS2 or from Primary to Secondary school. Time is spent with all children to prepare them for these transitions and this is no different for children with SEND.

Sometimes children with SEND require additional preparation and settling in time and we have strategies and procedures in place to make this as easy and smooth as possible. We liaise with parents and external agencies to ensure the support we provide during these transition periods is appropriate. We also have good links with the secondary school SENDCo, who ensures they get to know the child and their parents as much as possible.

8. Contacts

If a parent or carer has a concern about their child, the first and best port of call is their class teacher either by a quick word at the end of the school day, or through contacting

the office to make an appointment.

If a parent or carer has questions or concerns relating to the school's SEND provision or procedures, they should contact the school SENDCo for further information. Alternatively, a member of the senior management team can be contacted if the SENDCo is unavailable.

For more information on the new code of practice and the local offer see <http://www.cambridgeshire.gov.uk/send>

9. Storing and managing information

Electronic records of documents are stored on the school server and cloud. Any emails relating to individual pupils are only exchanged through the county email service. Paper copies and correspondence are stored in a locked filing cabinet in the staff group room.

10. Accessibility

Please refer to school Accessibility plan

11. Dealing with complaints

All complaints regarding SEND will be dealt with through the school's complaints procedure.

12. Bullying

Refer to the school Positive Behaviour and anti-bullying policy.

13 Monitoring and review

The governing body will review this policy annually, or sooner if necessary, or in response to changes in national SEN policy.

This policy was ratified by the Governing Body on

Signed Chair of Governors

Date of next review:March 2025..... (Annually)