



SEND Policy

Adopted Date: **17/03/2023**

Review Date: **17/03/2024**

*This policy needs to be read in conjunction with the Safeguarding Policy.
The terms of the Safeguarding Policy are to take precedence over the
guidelines set down in any other policy.*



This policy is to promote the successful inclusion of pupils with special educational needs and disabilities

The school's SENDCo (Special Educational Needs and Disabilities Coordinator) is Mrs Lynette Cherrington.

Mrs Cherrington can be contacted:

- by email at sendco@hadcps.uk
- by telephone on 01473 822161
- by asking to meet her via the school office

Mrs Cherrington is available on Mondays, Tuesdays, Wednesdays, Thursdays.

Mrs Cherrington represents SEND (Special Educational Needs and Disabilities) to the school's management team and governors.

She also represents the needs of those pupils with SEND throughout the school from Nursery to Year 6. Her role is also to offer support and guidance to staff who have pupils with SEND in their class and to parents of SEND pupils.

The school governor overseeing SEND in school is Nicola Webb.

She can be contacted via the school office.

We refer to the term "Special Educational Needs" if a child:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age
- b) Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The disability Discrimination Act 2005 (DDA) and the Equality Act 2010 define a disabled person as someone who has:

"a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities."

The Children Act definition of disability states that:

"A child is disabled if he has an impairment or suffers from mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or other such disability as may be prescribed."

(Development means physical, intellectual, emotional, social or behavioural; and health means physical or mental health.)

Safeguarding

The school has a robust system for safeguarding our pupils but it must also be recognised that this policy considers the Safeguarding Disabled Children and Young People Practice Guidance 2017.

www.suffolkscb.org.uk/assets/Working-with-Children/Policies-Guidance-and-Protocols/Children-with-Disabilities/2017-10-19

Disabled children are recognised as the most vulnerable group in respect of safeguarding their well-being.

The aim of the policy and practice for SEND at HCPS is to raise the aspirations of and expectations for all pupils with SEND, our school provides a focus on outcomes for children and young people and not just hours of provision/support.



The specific objectives of our send policy are to work within the send code of practice:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met.
- To provide a Special Educational Needs Co-ordinator who will work to guide the school in its provision for pupils with SEND, including effective partnership and involve outside agencies when appropriate.
- To ensure that pupils with special educational needs and disabilities are included in all aspects of school life.
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and school so that parents are included in the process.
- To ensure that learners, dependent on their needs and age, are included, can express their views and are involved in decisions which affect their education.

At Hadleigh Community Primary School we believe that all children should be equally valued. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, disability, attainment or background.

Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

The school expects that, in accordance with the Code of Practice, all teachers are teachers of SEND.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

SEND is generally thought of in the following 4 broad areas of need and support. The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- Social, emotional, mental health
- sensory or physical conditions.

The following may impact on progress and attainment but are **not** considered as SEND in their own right:

- Disability (the code of Practice outlines the 'reasonable' adjustment duty for all settings provided under current Disability Equality legislation – these alone do not constitute SEND)
- Punctuality and attendance
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of the Pupil Premium grant
- Being a Looked After child
- Being a child of Servicemen or women



The Code of Practice states that identifying behaviour as a need is no longer an acceptable way of describing a pupil as having SEND. Concerns relating to a pupil's behaviour are now described as an underlying response to a need which the school will be able to recognise and respond to in conjunction with the parents.

Identification and Assessment of special educational needs

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice.

A range of evidence is collected through the school's assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher is responsible for taking the appropriate actions in the first instance.

Should these actions not show sufficient progress, the class teacher will consult with the SENDCO to decide whether additional and/ or different provision is necessary.

Parents will be involved in this process.

The purpose of identification of need is to work out what action the school needs to take, not to fit a pupil into a category.

How does the school identify and manage the needs of our pupils?

The Code of Practice clearly states that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from LSA's or specialist staff.

Before deciding to enter a pupil on the SEND register the school expects the pupil to be receiving 'quality first teaching', this is expected for ALL pupils including: -

- the effective inclusion of all pupils in high-quality everyday personalised teaching.
- lessons based on clear objectives that are shared with the children and returned to at the end of the lesson
- use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning.

The Code of Practice states that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching available.

The school management team regularly reviews the quality of teaching in the school for all pupils, including those at risk of underachievement.

How does the school decide whether to make special educational provision and enter a pupil's name onto the SEND register?

The school has adopted the PITA system of recording all pupil attainment and progress.

PITA 1 is working on P Scales

PITA 2 is able to access the correct curriculum but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. Can often not apply their learning independently.



PITA 3 is able to access the correct curriculum but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. Can often not apply their learning independently.

PITA 4 is on track to meet some, but not all, of the end of year expectations. Is successful at learning many new concepts and is starting to apply their skills independently, but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in learning.

PITA 5 is on track to meet end of year expectations. They are usually successful learners, at that year group level, showing good understanding of over 80% of the objectives taught. They are usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts.

PITA 6 is on track to exceed national expectations. They are almost always successful in understanding the key learning and are able to apply their skills, in a range of contexts, making very few errors. Can often explain or justify their ideas.

Pupils who are recorded as PITA 1 or 2 are considered to have special educational needs.

It is at this point that the pupil will be placed on the school's SEND register. Parents will be part of this decision-making process.

It is the school's duty to inform parents of concern about their child's learning.

A pupil on PITA 1 or 2 will have their history, needs and support recorded on an individual **Pupil Profile** document which will be updated as the pupil makes progress and shared at least every term, in line with the Parents' Evening calendar but not necessarily during a Parents' Evening consultation.

As part of quality first teaching, teachers make provision for individual needs by using the; **ASSESS - PLAN - DO – REVIEW** model

- Assess the pupil's needs
- Plan to meet those needs
- (Do) Carry out the planned teaching
- Review the effect of the teaching

This cycle is repeated to measure the progress a pupil is making.

Should the **ASSESS - PLAN - DO – REVIEW** not prove successful in maintaining progress or closing any gap in learning, the teacher and SENDCo will meet to consider all the information gathered about a pupil's progress alongside national data and expectations of progress. They will then consider the use of further, higher level interventions (called Wave 3 interventions) and continue the **ASSESS - PLAN - DO – REVIEW** model.

The pupil's progress will be reviewed as the teacher or LSA carries out the planned interventions identified in the year group interventions grid and new targets set as soon as a target is achieved.

This will enable real time and prompt creation of new targets to maximise the progress and close the gap in attainment.

The Pupil Profile will be formally reviewed termly in line with the Parents' Evening calendar.

Whilst the interventions may be carried out by the LSA, it is the responsibility of the class teacher to monitor and lead such interventions.



Where considered appropriate, the SENDCo may call in specialised assessments from external agencies and professionals. The availability and remit of those outside agencies are largely governed by LA directives and may be subject to change.

Consultation with such agencies will always be decided upon in full consultation with the parents and only with parental permission.

Monitoring and Evaluation of SEND provision for a pupil.

All pupils' progress is continuously monitored and tracked by his/her class teacher/s. Their progress is entered termly onto the school's PITA tracking system.

At the end of each key stage the pupils are required to be formally assessed. This is something the government requires of all schools.

For pupils accessing additional intervention(s), progress is measured against specific targets. Their attainment is measured at the beginning and end of the intervention. Progress in meeting the targets is measured as and when targets are met and new targets set accordingly.

Progress is formally reviewed with parents termly in line with the Parents' Evenings calendar.

Parents/ carers are involved with this termly monitoring of progress. At this point, Pupil Profiles will also be reviewed and amended as necessary. Wherever appropriate, the pupil will also be involved in the review of their progress and the setting of new targets.

Should a pupil have closed the gap in their learning, their name will be removed from the SEND register. (Parents will be informed). See **Criteria for removing a pupil's name from the SEND register**

At the end of the Summer Term the Pupil Profile will be reviewed and outcomes recorded. It will be continued in the following school year.

EHCP

Education, Health Care Plans (EHCP) may be needed for children with the most challenging special educational needs. They replace the [Statement of Special Educational Needs](#) or Statement of SEN. An Education, Health and Care Plan is legally enforceable and sets out your child's special educational needs and the provision they need in education, health and social care to cater for those needs.

If a pupil does not make sufficient progress despite support and interventions using the **ASSESS - PLAN - DO – REVIEW model** it may be necessary to consider referral to the Local Authority for consideration of an EHCP.

The EHCP needs assessment is a detailed assessment completed by the Local Authority to determine what your child or young person's needs are and the additional support they need.

As this is such a complex procedure, Mrs Cherrington is able to give guidance and support with this process, including using her expertise and experience to advise whether a pupil's needs are sufficient to warrant referral for consideration of an EHCP.

The progress of pupils with an EHCP is reviewed as all other pupils on the SEND Register and formally at an Annual Review with all adults involved with the child's education, the pupil and the parent/carers.



Criteria for removing a pupil's name from the SEND register

If, following the Assess, Plan, Do, Review procedure, a pupil has / is

- Progressed beyond PITA 1 or 2
- closed the gap in their learning
- working within their year group expectations
- is making progress within the quality first teaching model
- is no longer in need of higher level (Wave 3) interventions

Their name will be removed from the SEND register and their parents will be informed.

Supporting Pupils and Families

The Local Offer: The local authority presents services available to support children and young people with Special Educational Needs clearly and transparently in a single place called the Local Offer. This can be found for Suffolk at www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer

Should parents need support in finding this do contact Mrs Cherrington in school or via email: - sendco@hadcps.uk.

The corresponding document about the school's provision for SEND can be found on the school's website: - <https://hadleighcp.school/>.

It is known as the SEND Information report. There is a link to it from the SEND section on the website.

Supporting Pupils at School with Medical Conditions and physical disabilities

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. The school has improved the physical environment ensuring there is a lift for children to access the first floor of the school. Ramps have been added to make the school accessible at a variety of entrances to wheel chair users, including all the playgrounds and the field.

Some pupils may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The procedure for supporting pupils who have medical needs is explained in the school's policy on Medical Conditions.

Please also refer to the school's SEND Information Report which gives further information about the school's approach to SEND.

This policy will be reviewed annually.