



SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

1. Introduction

The aims of SEND provision at Hardy Mill are:

- To ensure that all children are able to reach their full academic potential
- To assist children in becoming effective and independent learners
- To ensure that all children have full access to the National Curriculum and Early Years Foundation Stage curriculum
- To ensure that progress is assessed and recorded appropriately

2. Objectives

- To ensure every class teacher at Hardy Mill is a teacher of every pupil and meets their needs effectively
- To ensure that children are identified as early as possible and appropriate action taken
- To provide a positive atmosphere and climate of support in which self esteem can grow
- To ensure all children with an 'identified special need' have documented support in place
- To ensure that the planning and systems of interventions are regularly monitored, evaluated and remain effective
- To develop a partnership with parents of children with additional needs to enable them to play an active and valued role in their children's education
- To ensure that the child understands what their next steps are and what they need to do to build their independence
- To continue to work closely with support
- To work to the guidelines of the updated Code of Practice (2015)
- To ensure that the school has provided appropriate training for the SENDCO.
- To provide support and advice for all staff

3. Definition

The Code of Practice suggests that a child has special educational needs if he or she does not make adequate progress once they have accessed all the intervention / adjustments made and good quality personalised teaching. This may mean they are experiencing

- ❑ A significantly greater difficulty in learning than the majority of his peers
- ❑ A specific learning difficulty, resulting in a greater difficulty of learning literacy or numeracy
- ❑ A disability which prevents, or hinders the child from making use of all educational facilities. Those facilities which are provided for children of the same age in school.

4. Roles and Responsibilities

SENDCo (Jo Briggs/ Jessica Hamblet) – Responsible for

- Co-ordinating Special Educational Needs and Disability provision
- The day-to-day operation of the school's SEND policy
- Reviewing and updating the SEND policy
- Advising teachers on strategies/teaching approaches so SEND children can access planned learning objectives
- Working closely with the Head teacher and the SLT, the teaching and support staff in co-ordinating provision for children with SEND
- Maintaining the school's SEND list
- Monitoring the progress and attainment of SEND children
- Overseeing the records kept by class teachers on all pupils with special educational needs, which form part of the pupil's learning passport or provision maps
- Liaising with the parents of children with SEND
- Managing the teaching assistants (professional development)
- Contributing to the training of staff and governors
- Regular liaison with SEN governor
- Managing and monitoring pupils access to Intervention Programmes
- Liaising with all external agencies involved in supporting our children with SEND
- Keeping up to date with LA and Government developments regarding SEND provision and ensuring school policy and practice adheres to the Code of Practice
- Making referrals for children to access outside agency support
- Organising and delivering annual review meetings for children with Educational Health and Care Plans.

SEND Governor (Shelly Haslam) – Responsible for:

- liaising with the SENDCO and the Head Teacher
- reviewing annually with the SENDCO Lead, the school's SEND policy with regard to the Code of Practice
- participating in appropriate training

Class teachers - Responsible for:

- Quality first teaching for every child
- Identifying that a pupil has special educational needs
- Planning what each pupil should learn and differentiating tasks to ensure all children's needs are met
- Teaching pupils at all levels of response as outlined in the draft code of practice
- Planning for, deploying and supervising the work of any teaching assistants involved in the children's learning
- Assessing and recording progression in learning
- Regularly informing the SENDCO about progress of children with SEND
- Updating Learning Passports half termly for children with an EHCP or accessing a personalised curriculum
- Meeting with the parents of pupils with Learning Passports half termly to update them on their child's targets and progress
- Updating class Provision Maps half termly with additional weekly support and intervention.

Teaching assistants– Responsible for:

- Supporting SEND pupil in accessing the curriculum during learning activities, as directed by the class teacher
- Assist in preparing the learning environment for children with SEND
- Observe and report on pupil performance, communicating information to the class teacher
- Contribute to the overall wellbeing of SEND pupils, promoting their social and emotional development

The Head Teacher (Jo Briggs) - responsible for:

- Designated Child Protection Officer
- The overall management of the SEND policy
- Overall responsibility for the assessment and provision for pupils with SEND
- Working in close co-operation with the SENDCO.
- Managing the funds allocated by governors for SEND, Pupil Premium and CLA funding
- Keeping the governors informed

- Identifying CPD needs (through staff appraisal) and planning for staff training, with regard to supporting children with SEND

5. Categories of Special Educational Need and Disability

Below are the categories of SEND as stated in the Code of Practice, 2015:

Social, Mental & Emotional	Children may experience a wide range of social and emotional difficulties which manifest in a number of ways including becoming withdrawn and isolated, or displaying challenging, disruptive behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety. Some children may have other disorders such as attention deficit disorder or attention deficit hyperactive disorder.
Sensory & Physical	Some children may have a disability that prevents or hinders them from making use of the educational facilities provided. Children with a Visual Impairment, Hearing Impairment, Physical disability or a Multisensory Impairment will require specialist support.
Communication & Interaction	Children with a speech, language and communication need have difficulty communicating with others. This may be because they find it hard to say what they want to, understand what is being said or do not understand or use social rules of communication. Those with Autistic Spectrum Disorder (ASD) are likely to have particular difficulties with social communication.
Cognition & learning	Support for learning may be required when children learn at a slower pace than their peers, even when appropriate differentiation is in place. Learning difficulties covers a wide range of needs including moderate learning difficulties, severe learning difficulties where children are likely to need support across the curriculum; profound and multiple learning difficulties where children are likely to have severe and complex difficulties; and specific learning difficulties such as dyslexia and dyscalculia.

6. Identification Assessment and Provision

A whole school approach is used in addressing SEND policy and practice. The Code of Practice clearly states that all teachers are teachers of SEND. It is the responsibility of all teachers to identify any difficulties pupils may have through precise and careful observation, assessment and monitoring. All teachers in collaboration with the SENDCO, are responsible for the early identification of pupils with SEND, who would benefit from additional or different support. The SENDCO has regular meetings with teaching staff to keep updated on needs and progress of pupils with SEND.

Early Identification

Early identification is crucial in prioritising the needs of pupils with SEND. School uses the following assessment tools in ascertaining pupil progress

- Information from Parents
- Foundation Stage information / Assessment material
- National Sats Scores
- Optional Sats Scores
- English/ Maths targets
- Further diagnostic criteria from assessment tools e.g. WellComm, Language Screen & SNAP B SPLD assessment.
- Information from class teachers
- Completion of the SEND concern form by class teachers.

7. Hardy Mill's graduated approach to SEND provision

School has adhered to the Code of Practice in identifying and meeting all aspects of SEND need. Practice reflects the graduated response, 'Plan, Do Review' model and guidance from Bolton LA to ascertain when additional and different support will be provided, and when intervention has had the desired impact and support can be withdrawn. ***See flow chart in Appendix 1.***

The Graduated Response

STAGE 1. Well-differentiated, quality first teaching, with early intervention and SEND support in the classroom (See Wave 1 and 2 strategies and intervention within our Waves of Intervention document)

Pupils receive appropriately differentiated work set by the class teacher.

Support may include:

- Low level access to a classroom assistant
- Additional ICT provision to support English/ maths objectives
- Behaviour Reward systems
- Small group teaching
- On-going contact with parents
- In school intervention to support identified need

STAGE 2. Further Targeted Support and involvement of outside agencies.(See waves 2 and 3 strategies and intervention within our Waves of Intervention document)

Support may include:

- Additional interventions or support beyond those normally provided for other children in the school when it is clear that the child's needs require intervention which is "additional to" or "different from" the well-differentiated curriculum on offer for all other pupils i.e. they have a special educational need as defined by the SEND Code of Practice 2015
- Child will be added to the school SEND register and support will be documented and monitored by SENCO.
- Child may be referred to an outside agency for support, via an Early Help Assessment Form (EHAF).
- Guidance from outside agencies involved in supporting the child's learning will be taken account of in the planning and delivery of interventions
- High level access to teaching assistant
- Some 1:1 intervention
- More intensive group teaching
- Personal behaviour reward systems /Ongoing contact with parents
- Undertaking, more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs

STAGE 3. Referral for EHCP (Education, Health and Care Plan) Stage/Statemented Provision

It is beyond the above level of provision (costing school more than an additional £6000 per year), that pupils may be referred for an Education, Health and Care Plan assessment.

If school decides this is necessary, they will consult closely with parents, gather all evidence required and refer to the LA's 'High Needs Block' file matrices for procedural information and follow guidance around initiating an EHCP assessment from the Local authority.

Pupils who access the referral level do so after close consultation between all involved agencies. It is the decision of the Local Authority in conjunction with Health Professionals and other agencies, to allocate extra provision.

8. Record Keeping

The SENDCO keeps an up to date list of children with SEND. In addition the pupil's profile may include:

- Information from parents
- The pupils own perceptions of their difficulties
- Information from outside agencies
- Information from health/social services
- Information from previous schools
- Learning Passports or class provision maps with reviews and evaluations
- Children with SEN are identifiable on the school assessment tracking system and progress is monitored half termly.

SEN relating information including Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents or the young person, except for specified purposes or in the interests of the child/young person. (9.211)

See our Data Protection and Information Management policy for more information.

9. SEND training and development

It is the policy of the governors for **all staff** to have the opportunity to take part in regular SEND in-service training.

- In-service training is built into the staff development programme for the school and is in the context of the School Improvement Plan
- Individual needs are identified in the professional reviews and through staff development meetings which then feed into the whole school improvement plan and CPD framework

10. Use of agencies

The SENDCO works closely with all outside agencies. They provide specialist advice for the school and individual personnel.

LA Support Services

- Educational Psychology Team

Privately Procured

- Ladywood Outreach Service
- Aspire Behaviour Support

NHS Support Services

- Speech and Language Therapy Service
- Child and Adult Mental Health Service (CAMHS)
- Paediatric Occupational Therapy Service
- School Nurse

11. Supporting children and families

The staff work hard to create a positive, welcoming climate for our parents, where they are actively encouraged to be involved. Parents' wishes, feelings and knowledge are taken into account at all stages. Parents are encouraged to celebrate their child's successes. Parents are informed when their child is identified as having a special need. Parents of children with statements/ EHC Plans are also invited to the Annual Review. For children with EHC Plans, a Person Centred Review will also be scheduled at each transition point for their child e.g. Year 2 and Year 6. The SENDCO is always available to meet with parents by arrangement, this may be face to face, phone call or via Zoom or Microsoft Teams.

12. Links with other schools, including arrangements when children change schools or leave school

If a pupil on the register leaves to attend another school, the appropriate documentation/records are forwarded to the new school, this includes:

- Records of support provided through support plans
- Results of review meetings
- Reports of progress
- Standardised test results
- SAT and teacher assessment results
- Learning Passport, if appropriate
- Examples of work

Records of SEND children are kept from nursery onwards and follow the individual child through school. These are securely stored.

When transferring to secondary school, the following records are sent:

- Primary/secondary transfer sheets
- Year 6 reviews
- Pupil records including copies of any SEN or safeguarding information
- When able, the original documentation is delivered to the child's new setting, or
- Scanned copies of original documentation is emailed securely to high school SENCO and original documentation is shredded.

Children with an EHCP will have a Person Centred Review. Where this takes place in Year 6, the Secondary School to which that pupil is going to attend is invited.

13. Review procedures

The Governing Board will report annually on the success of the SEND policy. The Governing Board will consider the following:

- The SEN aims of the school as outlined at the beginning of this policy
- The views of parents pupils and teachers
- External professionals

Pupil progress will provide the evidence base for the success of this policy document. This will be analysed through:

- Pupil progress meetings
- Standardised tests
- Individual pupil progress and achievement on specific interventions
- Tracking progress of SEN children

14. Complaints Procedure

Comments from parents are encouraged throughout the school and any concerns will be dealt with immediately. Complaints concerning SEND should be directed to the SENDCO or Head. All complaints will be dealt with using the school's complaints procedure.

Adopted by governing body: September 2017
Reviewed: November 2022

Appendix 1: Flow chart of 'Plan, Do, Review' cycle – criteria for placing children on, and removing children from, the school SEND list.

