


Hanbury's Farm and oakhill Community Primary Schools Federation



SEND Policy 2023-2024

Title	SEND Policy
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Special Educational Needs

In line with the Government's education policy that focuses on helping all children to reach their potential, across the Federation we are committed to developing a level of education that provides equality of opportunity and high achievement for all our children.

We will strive to ensure that if a child has a Special Educational Need it is identified at the earliest opportunity and that early action is taken to meet those needs.

We place the rights of children with Special Educational Needs Disability (SEND) at the heart of school policy and ensure that children are involved with decisions taken about the education they receive.

We try to ensure that we have a clear and flexible strategy for working with children with SEND and parents are encouraged to play an active role in the education of their children. We believe that all pupils, whatever their ability or specific need, have a right to a broad, balanced and differentiated curriculum relevant to their needs.

Across the Federation, we value all children and recognise that all children may at some time be entitled to special needs provision and that this may include children who are Gifted and/or Talented. The Headteacher, staff and governors will do their best to secure appropriate provision for any pupil who has an identified SEND.

Our ethos is aimed at enabling children with SEND to maximise their potential, be included fully in our school community and make a successful transition to secondary school and into adult life. Our Federation has a shared responsibility for identifying, assessing and meeting the individual pupil needs.

We strive to ensure that each pupil be fully integrated into the life of the school and be given every opportunity to develop self-confidence, self-esteem and independence.

Aims of the policy

The objectives of our policy are to:

- Organise our activities to ensure that all students are included in the life of the school and make good progress
- Work with parents sharing information on students' progress, outcomes and their individual needs
- Continuously develop our ways of working to provide the highest quality of provision for all students within the resources available
- Meet the requirements of the Education Act (1996), the Special Education Needs (SEND) Code of Practice (2014), and the Special Educational Needs and Disability Act (2001)
- Facilitate a student's learning by identifying needs and ensuring provision is matched to support each individual's attainment and well-being
- Respond to students flexibly according to the nature of their difficulties and personalise their learning so that they can learn in a way that best suits their needs
- Support student's learning without making them feel inferior to their peers

SEND and the Law Children and Families Act 2014

Definitions of special educational needs (SEND):

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- The National Curriculum in England Key Stage 1 and 2 framework document 2013 (updated 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Provision at the federation is informed by the Fundamental Principles of Provision for the Code of Practice (Chapter 1, pg 7), which state that:
 - A child with Special Education Needs should have their needs met
 - The special educational needs of children will normally be met within the context of the child's class/year group
 - The views of the child should always be sought and taken into account
 - Parents (including those with parental responsibility) have a vital role to play in supporting their child's education
 - Children with SEND should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the foundation stage and the National Curriculum.

Roles and responsibilities

The governing body has a responsibility to:

- Fully engage parents and/or young people with SEND when drawing up policies that affect them.
- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an Education Health Care Plan (EHCP).
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Designate an appropriate member of staff (the SEND co-ordinator (SENDCO) as having responsibility for co-ordinating provision for pupils with SEND.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered

The SEND Coordinator (SENDCO) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Draw up a 1-page profile of the child or young person with SEND.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan.

Across the federation, the named SENDCo at Oakhill Primary School is **Mrs R McAllister** and the named SENDCo at Hanbury's Farm Primary School is **Mrs S Tucker**.

Class / subject teachers must:

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no

barriers to every pupil achieving

Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

Pupil Participation

"...children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child"

Articles 12 and 13, The United Nations Convention on the Rights of the Child.

We believe that the way in which the child participates should actively reflect the child's growing maturity; this can include participating fully or partly in meetings or gathering views through questionnaires

Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter and are taken into account.

In the Foundation Stage the Early Learning goals recognise the importance of children's ability to develop competency and confidence progressively and to have the opportunity to develop a range of social and academic skills.

At the federation we know that confident young children, who understand that their opinions are valued can make decisions and choices relating to their own learning, will be more secure and effective pupils.

Pupil participation should be the ultimate goal for all children, all children are involved in discussions about their special needs at the appropriate level.

Schools Admission and Inclusion

All schools should admit pupils with previously identified SEND as well as identifying and providing for pupils not previously identified as having a SEND. Consultation through the relevant authority should be made to a school where the child has an EHCP.

Access to the Curriculum

We support access through first quality teaching, scaffolding, profiling students on the SEND register, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties.

We seek to be an inclusive school by:

- Using the SEND review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action.
- Ensuring that all students have appropriate learning targets which are challenging.
- Valuing the diversity of our students
- Looking for opportunities within the curriculum to raise SEND issues.
- Seeking to make provision for SEND within routine class arrangements wherever possible.
- Seeking opportunities for students with SEND to work with other students .

Criteria for Evaluating the Success of the SEND Policy

The following criteria will be used:

- The amount of identified teaching time available to support SEND students (provision mapping)
- The number of students with special educational needs attaining specified levels in National Curriculum assessments.
- Academic improvement of students receiving support
- The number of planned programmes of intervention and support.
- The budget allocated to SEND by governors.
- The proportion of schemes for learning which show planning for differentiation for students with SEND.
- INSET time allocated to staff development with reference to special educational needs and disabilities.
- The proportion of parents attending or contributing to reviews and consultations.
- Staff fulfil the expectation of the school in carrying out procedures for special needs and contribute to documentation for profiling, Reviews, Reports and evaluations.
- Recommendations by external agencies are acted upon and incorporated into the curriculum. Students are confident and well-motivated and are making measurable progress
- Movement between stages and the number of students on the register.

The Physical Environment

Following the Disability and Inclusion act, and in line with DfES and LEA guidelines, all staff will ensure that pupils with SEND join in the activities of school together with their peers (so far as it is reasonably practical and compatible with the pupil receiving the necessary SEND provision, the efficient education of other children and the efficient use of resources).

Ensuring the provision for pupils with SEND on school day and residential trips, and liaising with their parents/carers will be the responsibility of the group leaders when they make their risk assessment visit prior to arranging the trip/educational visit.