

# SEND Policy

## 2023-2024



**MANOR**  
MULTI ACADEMY TRUST

*Review Date:* .....

## Vision Statement

At Hateley Heath Primary School we are all encouraged to have high aspirations, achieve well, develop self-confidence and independence, have positive values and beliefs, and have a caring attitude towards others.

At all times we model and encourage the following values:

**Enjoy**

**Achieve**

**Respect**

**Teamwork**

We aim to support a friendly, calm and purposeful school ethos where children feel safe and secure. We encourage each other to take risks and have resilience to rise to challenges. Wellbeing is promoted so we have a positive mind set and a good attitude to learning.

*Dream it, Believe it, Become it*

## **Rationale**

Hateley Heath Academy is committed to providing an appropriate and high-quality education for all children, including those identified as having Special Educational Needs. All children are entitled to a broad and balanced academic and social curriculum, which is accessible to them and are to be fully included in all aspects of school life.

We believe all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, as well as developing an environment where all children can flourish and feel safe. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we treat all learners in the same way, but that we will respond to learners in ways which take account of their individual life experiences and needs.

This policy describes the way we meet the needs of children who experience barriers to their learning which may relate to physical or sensory impairment, learning difficulties and social emotional development. It may relate to factors in their environment, including the learning environment they encounter in school. We recognise that children learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early Years and KS1 pupils for whom

maturity is a crucial factor in terms of readiness to learn. We believe that many pupils at some time in their school career may experience difficulties which affect their learning and we recognise that these may be short term or long term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

### **Aims**

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.
- To ensure equality of opportunity for all and to eliminate prejudice and discrimination against children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate
- To provide specific input matched to individual needs, in addition to differentiated classroom provision for those children having more complex needs.
- To enable children to leave Hateley Heath Academy, well equipped in the basic skills of literacy, numeracy and social independence in order to meet the demands of secondary school life and learning.

- To involve parents/carers at every stage in plans to meet their child's additional needs
- To involve the children in the planning or in any decision making that affects them

### **Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

### **Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **Roles and responsibilities**

### *The SENCO*

The SENCO is Kate Rathbone.

They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

### *The SEN governor*

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### *The headteacher*

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### *Class teachers*

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

### **The kinds of SEN that are provided for.**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **Identifying pupils with SEND and assessing their needs.**

All staff are responsible for identifying children with special education needs. Class teachers are responsible for the progress of all pupils in their class. The progress made by all pupils is regularly monitored and reviewed.



As noted in teacher standards all children, including those with SEND are primarily the responsibility of class teachers.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make termly assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The school's assessment systems include reference to information provided by:

- Baseline assessment results
- Progress measures against national curriculum English and Mathematics requirements
- National curriculum age related expectations
- Standardised screening and assessment tools

- Observations of behavioral, emotional and social development
- Any existing EHCP
- Assessments by a specialist service e.g. educational psychology
- Another school or LEA which has identified an additional need

When deciding whether special educational provision is required, an initial school cause for concern form is completed. We will start with the desired outcomes, including the expected progress and attainment. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Support from outside agencies such as Inclusion Support may then be requested. SEND support will then be planned and implemented following the results of any assessment. Any additional support or intervention will be recorded and evaluated on a regular basis. Planning and reviewing targets to meet the needs of individuals will involve monitoring of pupil's progress, both in class and during support intervention, discussions will take place between the SENCO and class teacher and other supporting adults. It will also include discussions with the child and their parents.

### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

When a child has been identified as having SEND, termly review meetings are undertaken allowing parents to discuss outcomes and review their child's progress. As part of this review, activities that can be completed at home will also be shared. All IEPs and targets will be copied and sent to parents after the meeting. Regular communication between school and home will ensure that concerns are promptly acted upon. Staff or parents can ask to have further meetings as necessary between each meeting. Meetings with the SENCO can also be arranged.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behavior
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
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The assessment will be reviewed at least termly.

All teachers and support staff who work with the pupils will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **School request application for an EHCP**

For a child not making adequate progress despite a period of intensive support, the school, Inclusion Support and parents may request an application for an EHCP.

The SENCO liaises frequently with several outside agencies such as Inclusion Support and Sandwell Speech and Language Services. Parents' consent is required for an outside agency to become involved.

A Community Assessment Meeting (CAM) will be held for the child. This is a person-centered approach which involves all professionals and agencies involved to meet with the parents and if appropriate the child, to discuss

progress, next steps and create actions to support the child. If at the end of the CAM meeting it is decided that everyone present feels an application for an EHCP would be in the best interests of the child, then the school SENCO will start the application procedure.

### **Supporting pupils moving between phases and preparing for adulthood.**

Arrangements for transitions are made, between settings or within school (between year groups or key stages) and as they leave the school to make the move to their next school. The SENCO, class teachers and support staff along with parents and any other professional (if appropriate) discuss the needs of each child with the previous/ next setting. Resources are organised so that they are in place for when the child joins the school. Individual transition programmes are arranged and supported by the school as necessary. Such programmes have included visual resources to prepare children prior to moving and additional visits made by or to the children. The SENCO will also invite receiving schools to Annual Review Meetings when necessary. When a new child registers at school, the SENCO will communicate with a child's previous school to ensure any concerns are acknowledged.

### **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils. A small number of pupils require highly individual, personalized programmes of learning, these are planned through on-going discussions between the class teacher, keyworker and SENCO, along with advice from other professionals e.g. Educational Psychologist.

### **Adaptations**

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our teaching to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

The Accessibility Plan includes details on how the environment has been adapted to meet identified needs. Children with SEND will access support within lessons as appropriate and sometimes interventions outside lessons depending on their individual needs. Details of any arrangements that are additional to and different from the usual curriculum will be recorded on provision maps and evaluated on a termly basis.

### **Additional support for learning**

We work with the following agencies to provide support for pupils with SEN:

- Sandwell Inclusion Support
- Sensory Support Team
- Physiotherapy and Speech & Language
- Inclusion Support Early Years
- School Nurses

### **Expertise and training of staff**

Our SENCO is Kate Rathbone and completed the National Award for SEN Coordination in 2018.

They are allocated 10 hours a week to manage SEN provision.

We have a team of 21 teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in:

- Teaching SEND pupils
- Positive Handling and
- Identification of SEND
- Emotion Coaching

In the case of children joining the school that have an identified need, training is arranged as necessary to ensure staff have the skills necessary to support the child. Staff also undertake training in different areas of need

such as Autism and Speech and Communication Difficulties in response to areas of need.

### **Securing equipment and facilities**

Resources identified to meet the needs of children with SEND are funded through the school's SEN budget or through the additional funding the school receives to meet aspects of a child's EHC Plan. The school will seek funding through the Local Authority High Needs Funding when a piece of more costly equipment is required. Many adaptations have already been made to the building to increase its accessibility and the school makes any reasonable adjustments as necessary.

### *Evaluating the effectiveness of SEN provision.*

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**



All our extracurricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All trips should be inclusive by planning in advance and using accessible places. Appropriate risk assessments are also completed prior to the trip or activity. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. The P.S.H.E. curriculum includes issues of disability, difference, and valuing diversity.

### **Support for improving emotional and social development.**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We have a zero-tolerance approach to bullying.

### **Working with other agencies**

At Hateley, we have links with health, social services, education welfare, parent partnerships etc. We recognise that the links between these

services and other organisations are essential to the safety and well-being of our children. The SENCo has good communication with these services and also works closely with the school Safe Guarding and Attendance Lead.

### **Complaints about SEN provision**

The partnership with parents is a particularly important aspect of provision for children with SEND. As a school, we hope that through this partnership, the number of complaints will be very few. The complaints procedure is as follows: -

1. Parents are asked to discuss their concerns as early as possible with the class teacher so that appropriate action can be taken.
2. Should there be continuing difficulty the class teacher would arrange a meeting with the class teacher and SENCO/ within an agreed time.
3. If parents remain concerned, a meeting should be arranged with the Head teacher within an agreed time.
4. Finally, complaints should be referred to the governing body.

Parents should feel confident that all concerns or complaints will be dealt with sympathetically at each stage. Should parents feel their complaint has not been dealt with they may approach the Local Authority.

Governors will have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (D.F.E., 2014), the Disability Discrimination Act and the Equality Act.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Contact details of support services for parents of pupils with SEN**

Sandwell SEND IASS  
(Formerly Sandwell Parent Partnership)  
Greets Green Children's Centre  
West Bromwich,  
West Midlands,  
Tel: 0121 500 4010  
Website: [www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)

The school is happy to advise parents of support that may be available for parents with children with specific needs on an individual basis. Leaflets are available on request.

### **The local authority local offer**

Our local authority's local offer is The LA Local Offer is available on the council website

[www.sandwell.gov.uk/SEND](http://www.sandwell.gov.uk/SEND)

## **Admissions**

The school will ensure it meets its duties set under the 'School Admissions Policy' by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

## **Monitoring arrangements**

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.