

# HINTON ST GEORGE CHURCH of ENGLAND PRIMARY SCHOOL

'Let your light shine'



## SPECIAL EDUCATIONAL NEEDS (SEN/D) AND DISABILITY POLICY

This Review Date: January 2022

Review: Annually

Next Review Date: January 2023

Signed \_\_\_\_\_ on behalf of the Governing Body

# Hinton St George C of E Primary School

This Policy should be taken and used as part of Hinton St George Church of England School's overall strategy and implemented within the context of our vision, Instrument of Government aims and values as a Church of England School.

This Policy statement has been formally adopted by the governing body, in consultation with the headteacher, and will be reviewed at the frequency recorded on this cover page.

**This policy is to promote the successful inclusion of pupils with special educational needs and disabilities at Hinton St George Primary School.**

## **Rationale**

At Hinton St George Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. All children are of equal value and deserve access to resources and opportunities to develop their full potential.

## **Definition of Special Educational Need (SEN)**

*A child has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty if he or she: (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school. SEN Code of Practice (2015, p15-16)*

## **Definition of disability**

*Many children who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEND Code of Practice (2015, p16)*

## **1.COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (2015), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (2014)
- SEND Code of Practice 0 to 25 (2015)
- Schools SEN Information Report Regulations (2014)
- Somerset Core Standards for Children and Young People (0-25) (2016)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- HSG Safeguarding Policy (2021)
- HSG Accessibility Plan
- Teachers Standards (2012)

## **2.ROLES AND RESPONSIBILITIES**

2.1 The Headteacher, Mrs Charlotte Hall, has overall responsibility for Special Educational Needs and Disability at Hinton St George Primary School. The Special Educational Needs and Disability Coordinator (SENDCo) responsible for coordinating SEN/D provision for children is Mrs Jill Taylor. The governor with oversight of the arrangements for SEN/D is Mrs Jenny Pithers.

2.2 The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.

**The Governing Body**, having regard to the SEND Code of Practice and Children and Families Act 2014:

- Ensure appropriate provision is made for any child with SEND (Special Educational Needs and/or Disabilities).
- Ensure all children including those with SEND have access to a broad, balanced and appropriately differentiated curriculum.
- Appoint a representative of the Governing Body to oversee SEND provision.
- Ensure discussions are held with parents regarding SEND matters at relevant meetings.
- Ensure that pupils with SEND are fully involved with school activities.
- Ensure they are involved in developing and reviewing SEND Policy.

**The Head Teacher** is responsible for:

- The day-to-day management of all aspects of the school's work, including provision for special educational needs.
- Keeping the Governing Body informed of all developments with regard to SEND (Special Educational Needs and/or Disabilities).
- Informing parents of the fact that SEND provision has been made for their child.

**The SENDCo** has a role which involves:

- Overseeing provision for children with SEND (Special Educational Needs and/or Disabilities).
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Liaising with and advising teachers whenever necessary.
- Interpreting legal requirements for staff, parents and governors.
- Overseeing the records of all children with SEND and ensuring these are kept up to date.
- Liaising with parents/carers of children with SEND.
- Organizing and delivering in-service training in order to meet the needs of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Overseeing the SEN Support Plans process for all SEND pupils.

2.3 The contact details for the Headteacher, SENDCo and SEND Governor are:

- **Telephone:** 01460 72653
- **Email:** [office@hsgschool.co.uk](mailto:office@hsgschool.co.uk)

### **3. SCHOOL INFORMATION**

3.1 Our dynamic, progressive and inclusive ethos welcomes every child and family. We pride ourselves on our happy and supportive environment in which every child feels valued as an individual. All of our children are actively encouraged to realise their full potential through our vision 'Let your light shine' (Matthew 5:16), which is the driving force behind everything we do. We believe that happy, enthusiastic children learn best and we are determined to create a climate that enables children to explore their ideas and develop their abilities to the

full, so they can become active participants in society and achieve as much independence as possible.

#### **4. AIMS AND OBJECTIVES**

4.1 Hinton St George has high aspirations for all children identified as having SEN/D in our school. We strive to ensure all children achieve their best, that they become confident individuals living fulfilling lives. We focus on the best possible outcomes for all children and actively work (in partnership with our parents and wider agencies) to overcome any barriers that may impede progress.

*OFSTED's report in September 2014 noted that:*

*'Disabled pupils and those with special educational needs make at least the expected progress as a result of the effective help they receive.'*

*'Pupils supported by additional funding are making similar progress to their classmates. The numbers of pupils are too few to compare their attainment in English and mathematics with others at the end of Key Stage 1 and Year 4. However, the gaps in attainment are less than two terms and decreasing because of the effective extra help they are given.'*

#### **AIMS**

- Our aims for all pupils at Hinton are; to enlarge a child's knowledge, experience and imaginative understanding, to develop an awareness of spiritual and moral values and a capacity for enjoyment and to enable him or her to become a responsible and active participant in society and achieve as much independence as possible
- We aim to ensure that pupils' individual special educational and/or disability needs are recognised and that the provision made will enable these pupils to make good progress and contribute fully to school life, including accessing the EYFS curriculum and National Curriculum in line with the SEND Code of Practice (2015).

#### **OBJECTIVES**

- To work within the guidance provided in the SEND Code of Practice (2015).
- To monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- To identify (as early as possible) and provide for pupils who have special educational needs, ensuring that their needs are met by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the EYFS curriculum and National Curriculum. This will be co-ordinated by the Special Educational Needs Coordinator (SENCo) and will be

carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- To monitor the progress of children with special educational needs, adapting provision and responding to needs when needed. Continuous monitoring of SEND pupils by their teachers will help to ensure that they are able to reach their full potential.
- To provide a Special Educational Needs / Disability Co-ordinator (SENDCo).
- To involve children in planning to address and monitor their special educational needs and or disability.
- To provide well targeted continuing professional development for all staff working with children identified with special educational needs and/or a disability.
- To work in support of the Somerset Key Outcomes which are: early accurate identification, a positive experience, partnership working, effective transitions at key points, inclusive quality local education.
- To ensure pupils with medical conditions full inclusion in all school activities by consulting with health and social care professionals.
- To promote effective partnerships and communication with parents, pupils and outside agencies ensuring that:
  - learners express their views and are fully involved in decisions which affect their education;
  - parents are informed of their child's special needs, working with them to gain a better understanding of their child, and involving them in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress;
  - there is co-operation and productive partnerships with the Local Education Authority and other outside agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learners; and
  - the environment created meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.

## **5. ADMISSION AND INCLUSION**

5.1 All the teachers in the school are teachers of children with Special Educational Needs. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

5.2 Hinton St George Primary School uses the local authority arrangement for School Admissions. Please refer to the information contained in our school prospectus on the website.

5.3 The Governing Body has agreed the admissions criteria which does not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEND and Disability Act 2001 and the Children and Families Act 2014. The school operates an equal opportunities policy and children with special educational needs and/or disabilities are afforded the same rights as other children. This includes both those children with EHCPs (Education, Health and Care Plans) and those others with SEND Support.

## **6. ACCESSIBILITY ARRANGEMENTS**

6.1 Hinton St George Primary School complies with all accessibility requirements. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations regarding appropriate reasonable adjustments can take place. The school's Accessibility Plan is available on request and can be found on the school website.

## **7. SEN INFORMATION**

7.1 The school website holds information about SEN/D and specific information on how children with SEN/D are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEN/D information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25.

## **8. IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

8.1 The SEND Code of Practice (2015) identifies four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that distinct plans match individual learning requirements.

8.2 At Hinton St George Primary School, we regularly assess and monitor the progress of all pupils. Teaching staff report on academic progress of every child through the school's data system at key points in the year and this is shared with the Headteacher. We also use a range of assessments with all the pupils at key points, for example at entry into and exit from the Reception year, Year 1 Phonics Screening and statutory testing in Year 2. Where progress is not sufficient, even if a SEN has not been identified, we put in place additional support to enable pupils to catch up.

8.3 Our teachers are responsible and accountable for the development and progress of the children in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual children, is the first step in responding to pupils who have or may have learning needs. This is known as a 'graduated response'.

8.4 The school adopts a graduated response to meeting special educational needs in line with the SEND Code of Practice (2015) and Somerset's Graduated Framework for SEND. A range of evidence is collected through the usual assessment and monitoring arrangements and from standardised testing. If this evidence suggests that the learner is not making the expected progress, class teachers will consult with the SENCo in order to decide whether additional and/or different provision is necessary. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties.

8.5 Where it is clear that additional intervention is not supporting progress it is likely that a child may have SEN/D. If a child has been identified as having SEN/D, a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

## **9. SEND SUPPORT**

9.1 Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning.

9.2 SEND provision and interventions are recorded on an individual support plan, which are updated when the intervention is changed. These are updated termly, or earlier depending on need, and monitored by the SENCo in liaison with teaching staff. These reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated regularly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

9.3 The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and the experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support services (Section 10) are already involved, their work will help inform the assessment of need. Where they are not involved they may be

contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments to provision, in consultation with parents and the pupil.

## **10. EXTERNAL SUPPORT SERVICES**

10.1 External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or abilities.

10.2 Parents will always be informed before an external agency becomes involved with their child.

10.3 Liaison with external agencies supplements the support and assessment of the needs of individuals identified as requiring SEN Support and those with an EHCP. These agencies can include:

- Learning Support Services
- Educational Psychology Services
- Children's Social Care
- Speech & Language Therapy Service
- Language and Communication Support Service
- Autism and Communication Service
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy Service
- Physiotherapy

- Hearing Support Team
- Vision Support Team
- Physical Impairment and Medical Support Team
- School Nurse
- Looked after Children Officer
- Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS)
- Parent and Family Support Adviser (PFSA)

10.4 The school has links to other schools and liaison is maintained, particularly with regard to transition between schools.

## **11. REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN**

11.1 If a child has lifelong or significant difficulties they may undergo an Education, Health and Care Assessment of Needs process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan.

11.2 Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

**Further information about EHC Plans can found via:**

- the SEND Local Offer: [www.somerset.local-offer.org](http://www.somerset.local-offer.org), and
- the Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS): [www.somersetsend.org.uk](http://www.somersetsend.org.uk)

## **10. MONITORING AND EVALUATION OF SEN/D**

10.1 Staff monitor the progress of all pupils to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies. Other factors which may impact on learning can be:

- Attendance and punctuality

- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children, Previously Looked After Children or Special Guardianship
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEN
- Bereavement and family issues.

10.2 Every child, including those with SEN/D, has their progress tracked throughout the year. Tracking allows the school to see if pupils are increasing their level of skills in key areas. If assessments do not show that adequate progress is being made, the child's support plan will be reviewed and adjusted. Each review of the support plan will be informed by the views of the child, parents and teachers and any other professionals who have assessed the child's needs. The assessment information from teachers will show whether adequate progress is being made. Progress for all groups of children is reported to the governing body.

The *SEND Code of Practice (2015, 6.17, p95)* describes inadequate progress thus:

- *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 rate of progress*
- *Widens the attainment gap*

10.3 A child in receipt of high needs funding, or with an EHCP, will have a Support Plan which will be reviewed regularly to assess the impact of provision.

10.4 For children with an EHCP, there will be an annual, child centred review of the provision made for the child. This will enable an evaluation of the effectiveness of the special provision.

10.5 In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of regular reviews and assessments, discussion and through progress meetings with staff and with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

10.6 In addition to support plans, detailed records will be kept of the pupils receiving extra teaching support. These may include:

- Foundation Stage Profile
- SATs and Optional SATs results
- Year 1 phonics Screening Check
- Salford Reading and Spelling Test
- Phonic check-lists
- High Frequency word check-lists (reading and spelling)
- Detailed records of work
- Results of standardised and diagnostic tests
- Behaviour logs

- ELSA social skills assessments
- Observations made by teacher / teaching assistant / other members of staff
- Pupil comments / opinions on progress (where appropriate)

## **11. PARTNERSHIP WITH PARENTS**

11.1. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and/or disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

11.2 Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS).

11.3 As mentioned in 'Section 4' above, parents will be fully consulted before the involvement of LA support agencies with their children, and will be invited to attend any formal review meetings at all stages.

## **12. ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS**

12.1 The schools' complaint procedures are set out in the school prospectus. A child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Concerns or enquires about a pupil with special education needs and/or disabilities or SEND provision should be dealt with by the class teacher and/or SENCo. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion. In the event that these informal discussions fail to resolve matters, the complainant should follow the Complaints Procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy. All formal complaints that are received will be recorded in school and acknowledged as outlined in the Complaints Policy.

## **13. STAFF DEVELOPMENT**

13.1 The Headteacher and/or SENCo will identify in-service training requirements related to special educational needs in consultation with the staff and take into account school priorities as well as personal professional development.

13.2 The Headteacher and/or SENCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

## **14. REVIEWING THE SEND POLICY**

14.1 This policy will be reviewed and updated annually, or earlier, if significant changes in statutory duties are made.