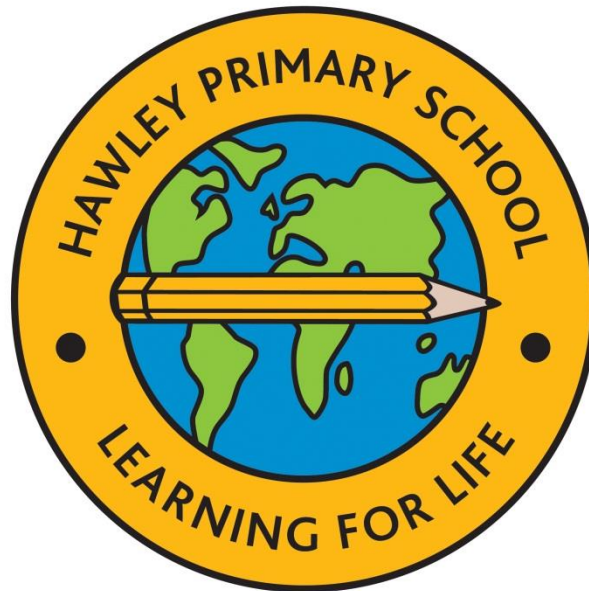


HAWLEY PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

AGREED BY GOVERNORS: Summer 2024

LATEST REVIEW: Summer 2024

NEXT REVIEW: Summer 2025

HAWLEY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Definition of Special Educational Needs and Disabilities (SEND)

The Special Needs and Disabilities Code of Practice 2014 defines a special educational need as follows, 'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' p. 94 Special Educational Codes and Disabilities Code of Practice 0-25, 2014.

Aims

At Hawley Primary School our aims are:

- that all pupils should reach their potential academically and socially while growing in confidence and independence.
- to focus on achieving the best possible outcomes for our pupils with Special Educational Needs by providing personalised targets and programmes alongside high quality teaching and class provision.

Objectives

At Hawley Primary School our objectives are to:

- identify needs and provide support for pupils who have special educational needs and disabilities.
- foster a supportive learning environment for pupils with SEND by providing support and advice to all staff.
- work within the guidance provided in the SEND Code of Practice 2014.

Roles and Responsibilities

- **The Governing Body** appoint an SEND Governor to closely monitor the school's work in relation to all aspects of SEND provision and practice on behalf of children with SEND. This governor has responsibility for organising and leading regular meetings with the SENDCo to review developments across the school.
- **The Head Teacher** is responsible for the day to day management of teaching and learning across the school including provision for children with Special Educational Needs. The Head teacher informs the Governing Body and works closely with the Special Educational Needs Coordinator and Intervention and Support Team to ensure both teaching and provision are of a high quality.
- **The Special Educational Needs Coordinator (SENDCo)** is responsible for overseeing the education of pupils with Special Educational Needs. This includes:
 - Working closely with the Pupils, Class Teachers, Support staff, Parents, the Head Teacher, the Senior Leadership Team, the SEND Governor and all relevant outside agencies.
 - Ensuring the implementation of the National Special Needs Code of Practice 2014, which emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion: Setting suitable learning challenges, responding to pupils' diverse needs and Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
 - Monitoring the quality of provision and progress of children with SEND and tracks pupils' progress, identifying those in need of Wave 2 or 3 provision for Literacy and Numeracy.
 - Working closely with staff to support colleagues with best practice in the preparation of Passport to Success and lesson differentiation to ensure the needs of pupils are met.

- Liaising with pre-school provision, Key Stage 1, Key Stage 2 and Key Stage 3 teachers/schools to ensure a smooth transition for pupils, in conjunction with appropriate Outside Agencies and the LA.
- Working in partnership with parents to ensure the best educational provision, practice and support.
- **Class Teachers** are responsible for the progress of all pupils in their class including those identified as having Special Educational Needs and are the first point of contact for parents who have any concerns about any aspect of their child's progress. Each teacher plans and delivers appropriately differentiated teaching for all the children including those with special needs.

Where a child is on the special needs register and/or requires additional intervention, the Class Teacher discusses the range of additional support available with the Special Needs Coordinator. The Class Teacher will prepare a Passport to Success as appropriate to each individual pupil; this will be shared with the pupil, parents and Special Needs Coordinator and reviewed termly. The class teacher monitors pupil progress for specific Wave 3 programmes that they or the teacher assistants are working on with individual pupils.

- **Learning Support Assistants** are based in each class and are responsible for working with all pupils; supporting their learning as directed by the Class Teacher. They may undertake Wave 2 and Wave 3 Interventions as directed by the class teacher and/or Special Educational Needs Coordinator. They also support children with specific programmes recommended by outside agencies including Speech and Language Therapist (SALT), Occupational Therapist (OT), Behaviour Support Team (BST), Specialist Teacher Advisors for hearing, vision and physical needs (STAs) and also the Educational Psychologist (EP).
- **The school's Emotional Literacy Support Assistants (ELSAs)** are responsible for working with pupils who are undergoing emotional difficulties. Children can be referred to the ELSAs by Class Teachers. Both of the ELSAs will liaise with the Headteacher and Special Educational Needs Coordinator about the provision on offer and review the impact of sessions for children they have been working with. These meetings take place on a termly basis. ELSA sessions are provided in 6 week blocks followed by a review of impact.
- **The School's Mediated Learning Support Assistant (MeLSA)** is trained in the mediated learning approach and can deliver individual, small group and whole-school interventions with the aim of facilitating accelerated progress in struggling learners whilst developing learner independence.

External Agencies

The school is supported by HCC specialist agencies. These include an Educational Psychologist, Speech and Language Therapists, Occupational Therapists and Physiotherapists. The school also has support from Specialist Teacher Advisors where necessary.

Partnership with Parents

The school aims to have a close relationship with all parents, including those with children who have Special Educational Needs. Parents will be involved in any decision to identify a child as having special educational needs or to refer a child to an external support agency. Parents will be informed about any additional support their children may be receiving and the effectiveness of the intervention. Parents will be given the opportunity to review the progress of their child on a termly basis with the class teacher, when the targets on the pupil's Passport to Success are evaluated and new targets are chosen.

The SENDCo is available to talk to parents about any concerns and is able to attend review meetings when required.

Parents and other family members are encouraged to make use of the Hampshire Local Offer which is found on the website: www.hantslocaloffer.info. This lists the services available for children with Special Educational Needs and Disabilities. Parents are also advised to read the school's Special Needs Information Report which can be found on the school website and is updated on a yearly basis.

Identification of Pupils with Special Educational Needs

Why do we identify Pupils with Special Educational Needs?

The purpose of identifying a pupil with Special Educational Needs is to enable teachers and support staff to provide suitable learning programmes which will help pupils to make progress and achieve the best possible learning outcomes during their time at Hawley. In so doing we aim to consider the needs of the whole child in the provision offered.

How do we identify pupils with Special Educational Needs?

For a pupil to be identified with Special Educational Needs, the difficulties will have been long term and affecting overall attainment and progress. In all cases the guidance provided by Hampshire LA and external agencies is used to support the identification of pupils with SEND and assess the level of need and the support required.

Some pupils may already have been identified as having Special Educational Needs prior to starting at Hawley Primary School. Other pupils will give cause for concern as they progress through our school. Children in EYFS are screened for possible dyslexic traits and/or for language difficulties.

Class teachers are responsible for providing appropriately differentiated teaching for all the pupils in their class. If a pupil's attainment or rate of progress gives cause for concern they will, in the first instance, be provided with additional support either within the class or in a small group or 1:1 setting. Support outside the class may then be given by the Teacher or Teaching Assistant as appropriate to need.

The SENDCo may undertake observations or assessments to support the provision of specific learning programmes as well as supporting with ongoing advice for the Class Teacher.

Parents are informed of any cause for concern and of any additional support provided.

If the pupil is still making insufficient progress after additional support has been put in place and following consideration of the child's progress, attainment and assessment information, they will be placed on the Schools Special Needs Register as needing Special Needs Support.

What are the identified areas of need which indicate Special Educational Needs?

The Special Educational Needs Code of Practice 2014 identifies four broad areas of Special Educational Need. Pupils' needs are likely to be identified in more than one of the areas as follows:

- **Communication and Interaction**

Pupils may have difficulties in one or more of the areas of speech, language and communication. These difficulties may affect their thinking and reasoning skills and social development. Pupils with this difficulty may also have specific difficulties such as dyslexia or a physical impairment such as a hearing loss. Pupils with an Autism Spectrum Disorder (ASD) may also have communication difficulties.

- **Cognition and learning**

Some pupils learn at a slower rate than others. Pupils may have Moderate Learning Difficulties (MLD) or Specific Learning Difficulties (SPLD), which may include dyslexia, dyspraxia or dyscalculia.

- **Social, Mental and Emotional Health**

Social, mental and emotional difficulties may lead to pupils showing withdrawn or disruptive behaviour. Their behaviours may relate to underlying mental health difficulties such as anxiety, depression or physical symptoms which cannot be explained medically.

Some pupils may be diagnosed with Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

- **Sensory and/or Physical Needs**

Pupils in this group may have a Hearing Impairment (HI) or a Visual Impairment (VI). Others may have a Physical Disability (PD).

Provision

Children placed on the Special Educational Needs Register will be given an individual Passport to Success. This will list specific targets and give details on how the pupil will be working to achieve them. The plan will be shared with pupils and parents and will be reviewed and updated three times a year.

Most pupils will have three targets on their Passport to Success which will be worked on in class with the class teacher. Some targets may be worked towards in a small group or in a 1:1 setting out of the classroom.

Before setting targets for a passport, the child is given the opportunity to provide their view. This asks the child what they consider to be their strengths, their barriers, what they think their next steps are and their hopes/dreams for the future. This information is then used towards target setting. Class teachers will always ensure that at least one of the child's identified next steps is included within their passport.

For some pupils the school may ask for assessments and advice to be provided by a Speech and Language Therapist, an Occupational Therapist, a physiotherapist or the Educational Psychologist. Some pupils can be referred to medical services through the school nurse. Parents can also choose to seek support through their GP. The school will respond to requests for information from other professionals as appropriate. Parents are involved in all decisions made in relation to referral to outside agencies.

All additional provision follows the process of *Assess, Plan, Do and Review* cycle.

Interventions

The school has a number of interventions available for supporting pupils in Literacy and Maths. These include Wave 3 Literacy and Maths programmes which are chosen according to pupils' individual needs and will be delivered over a set period of time, usually a term. These will be carried out either individually or in a small group. The school will also provide support for pupils who require Speech and Language Therapy, Occupational Therapy or Physiotherapy by carrying out programmes of activities provided by the relevant Therapists.

The school uses DEST testing to identify children who may be at risk of Dyslexia. This is used when children reach the summer term of EYFS and upon teacher request as they move through the Infant and Junior phases of the school. Alongside this, the school has access to Language Link for both Infant and Junior, AcceleRead AcceleWrite, Cued Spelling and SYDNEY. These interventions are organised by the Special Educational Needs Coordinator, in conjunction with class teachers, alongside other intervention programmes.

The Special Educational Needs Coordinator reviews the programme for interventions on a termly basis, meeting with the relevant members of staff to discuss impact and progress. The next terms interventions are organised and timetabled by the Special Educational Needs Coordinator, in conjunction with the Phase Leaders for each key stage. Planning and preparation time for interventions is provided across the course

of the week and key members of staff that deliver specific interventions regularly communicate with the school's SENDCo.

Each term, the Special Educational Needs Coordinator organises SEND Surgeries to provide teachers with the opportunity to discuss the children in their class whom are on the SEND register and the additional support they are receiving. This also provides teachers with the opportunity to raise any children that are causing concern in the classroom and share ideas for best practice and next steps. The Special Educational Needs Coordinator keeps a log of these conversations to monitor support provided and children whom may need to be observed or in the near future. These meetings also allow the Special Educational Needs Coordinator to discuss the assessment and progress of children on the SEND Register using the schools brick wall assessment system.

Assessment

All pupils' work is assessed regularly against school based and national targets and benchmarks. Targets are evaluated at least three times a year as part of a review of the ongoing progress within the Passport to Successes. The school document children's progress using summative assessments on Arbor. Each teacher assesses the children against yearly outcomes and objectives, which allows both class teachers and the SENDCo to see the exact point in the National Curriculum that each child is currently working. Teachers are asked to review and update these on a termly basis, in line with whole school data collection points. The Special Educational Needs Coordinator will analyse children's progress each term and discuss any concerns with teachers during pupil progress meetings and SEND surgeries, deciding on appropriate next steps if progress remains limited.

The Class Teacher is responsible for producing and reviewing the Passport to Success in consultation with the SENDCo. Parents are invited to the review meetings with the Class Teacher and as appropriate with the SENDCo and Head Teacher. The Head Teacher and SENDCo is also available at Parent Evenings to talk to parents.

In addition Standardised Tests for Reading and Maths are used to evaluate the impact of support. These are conducted at the start of each academic year for all children on the SEND register and again at the end of the academic year. These may be used mid-year to evaluate the impact of specific interventions when the programme for delivery has finished.

In some cases where it seems as if a pupil has particular needs and requires support that is additional to that already provided by the school, school or parents may apply to Hampshire Education Authority for an Education, Health and Care Plan (EHCP).

All children in receipt of an Education, Health and Care Plan receive additional funding which is outlined in Section I of their final plan. These plans run alongside the child's Passport to Success and focus on long term outcomes and objectives. These objectives are broken down into smaller steps for the child's termly Passport to Success. Education, Health and Care Plans are reviewed on a yearly basis at an *Annual Review* with the SENDCo, Class Teacher and Parents. The child is also involved in the review, completing a one page profile to share their view and where appropriate, attending reviews to discuss their views. New objectives or outcomes are decided upon at the Annual Review and put forward to Hampshire Education Authority. They will assess the information provided and decide whether the child's EHCP will remain in place for the following year, as well as whether a change of provision or placement is required. All changes to a child's EHCP have to be agreed by parents and the school.

Alongside this, Hawley Primary School recognises the challenges parents face in seeking external agency assessments and support due to nationwide issues with wait times. Therefore, since September 2023, the

school facilitate and support any parental requests for privately funded assessments during the course of the school day. These must be organised in conjunction with the SENDCo and/or Head teacher due to the impact on staff time and workload. All visitors on site will be supervised by the SENDCo during the course of their visit. Privately arranged therapy or support sessions, following assessments, need to be discussed with the SENDCo and/or Head teacher and any absence from school will be authorised in line with the school's attendance policy.

Transfer

For children coming into the Foundation Stage, the SENDCo and the Class Teacher meet with parents and Pre-School staff of pupils with Special Educational Needs before they start school. At other times of entry to school, the SENDCo will meet with parents and talk to the SENDCo at the previous school to establish needs and suitable provision.

The SENDCo also liaises with the SENDCo of any receiving school, for example when a child moves to secondary school at the end of Year 6. The SENDCo and parents may have additional meetings as required, as well as organising additional visits for individual pupils according to their level of need. When children are transferring schools, a transition plan will be created to ensure consistency of support for the child. This is collated and shared between school staff and parents.

Resource Allocation

Funding to support pupils with Special Educational Needs is allocated to the school's Special Educational Needs budget as part of the funding received from Hampshire Local Educational Authority.

For pupils with an Education, Health and Care Plan the first £6000 of the identified funding comes from the school's Special Needs Budget, any additional funding required above this amount will be provided by the Local Authority.

If the SENDCo needs to purchase specific resources that will support children on the SEND Register, communication with the Headteacher will confirm whether the school budget will allow for the identified purchases. These resources support the learning programmes provided by the SENDCo and ELSA's.

Related Policies

Other relevant school policies and documents to consider in conjunction with the SEND Policy are:

- Special Educational Needs Information Report for Parents
- Inclusion Policy
- Behaviour Management Policy
- Equalities Policy
- Accessibility Plan
- Medicines Policy

Monitoring and Evaluation

This policy is monitored and evaluated through the achievements of pupils with Special Educational Needs. Pupil progress is monitored through the evaluation of individual targets, the outcomes of the Passport to Success and comparison of pupil attainment against the pupils' peer group. All pupil progress is monitored by the Class Teacher and discussed at Pupil Progress meetings held with the Senior Leadership Team and the SENDCo.

The Head Teacher and the Senior Leadership Team regularly monitor the provision for pupils with Special Educational Needs through lesson observations, learning walks and book scrutiny. All this information is shared with the teaching staff and Governors to ensure continuous improvement as required.

Reviewing the Policy for Special Educational Needs

The Special Educational Needs Policy will be reviewed annually.